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ABSTRACT

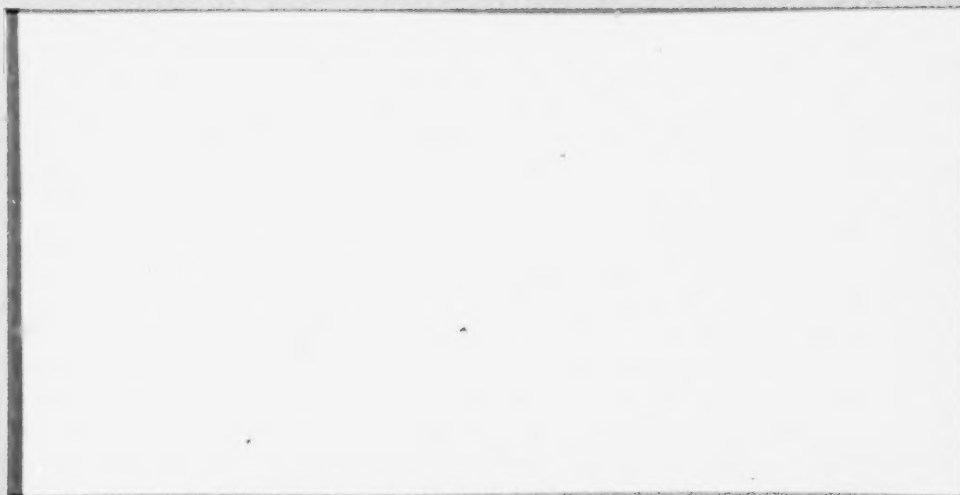
Adult teaching and learning is a suggested course of study which emphasizes teacher behavior in relation to adult learning. In the development of the syllabus for this course, a considerable amount of time was spent using the curriculum development process described by Ralph Tyler. A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. The syllabus was designed to allow maximum flexibility in a course of study. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to achieve the behavioral objectives. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. (For related documents, see AC 008 317, 319-322.) (CK)

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HEURISTICS OF ADULT EDUCATION

*Courses of Study for Professional Preparation
of Educators of Adults*



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ADULT TEACHING AND LEARNING

Denzil O. Clegg

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ADULT TEACHING AND LEARNING
AN EXAMINATION OF TEACHER BEHAVIOR AND ITS
RELATION TO ADULT LEARNING

A SYLLABUS FOR THE PROFESSIONAL
PREPARATION OF TEACHERS OF ADULTS

DEVELOPED BY

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June, 1970

HEURISTICS OF
ADULT EDUCATION

Courses of Study for the Professional Preparation
of Educators of Adults

- PART I SEMINAR IN ADULT BASIC EDUCATION
- PART II SOCIOLOGY OF IMPOVERISHED LIFE STYLES
- PART III PSYCHOLOGICAL IMPLICATIONS OF DEPRIVATION ON
ADULT LEARNERS
- PART IV ADULT TEACHING AND LEARNING
- PART V METHODS AND MATERIALS IN ADULT BASIC EDUCATION
- PART VI EVALUATION IN ADULT BASIC EDUCATION

FORWARD

HEURISTICS: Serving to discover or reveal; applied to arguments and methods of demonstration which are persuasive rather than logically compelling, or which lead a person to find out for himself.

Webster's New International
Dictionary of the English Language

The appropriateness of the title Heuristics of Adult Education for this series may not be apparent to the reader and we should, therefore, make clear our purposes in its preparation.

Adult education in the United States is experiencing an expansion that is to some considerable extent without precedent. The tremendous changes that followed World War II were largely manifest in increases in volume, achieving essentially the same objectives as those of the first half of this century, but with larger numbers of people. However, during the past decade a rather different adult clientele has emerged and its visibility has confronted the adult educator with questions about the adequacy of his preparation as a professional. The undereducated, economically impoverished adult has waited until only recently on the periphery of social institutions. Through the convergence of a number of related, fortunate circumstances, his plight has arisen as a prominent concern of the American educational enterprise. His social and cultural deviance from the parent society has proven to be the dimension which presents the actual challenge to the adult educator and in its turn to the composition of his professional preparation. He finds that the alienation resulting from prolonged deprivation is highly resistant to amelioration through the more prosaic components of graduate study in adult education.

We are confronted with the dilemma of a double problem. On the one hand the adequacy of professional training for adult educators must be caused to accomodate the new clientele. This is not viewed at this point in time, nor in this particular project as a matter of finding substitutes for parts of the professional curriculum, but rather a concern

for enlarging competencies and understandings. On the other hand, however, there are few clear indicators of precisely what should be included; what cognitive and experiential learnings are most efficacious in relation to the objectives of graduate study.

Hence, the present project is viewed as heuristic; a clear and open invitation to everyone concerned about the competence of the professional educator of adults to discover and reveal the adequacies and shortcomings of this present effort at persuasion--a persuasion that we have discovered some guideposts in the evolution of a design for a portion of graduate study in adult education. But this is also an invitation to those who would discover where further pursuit of curriculum design for graduate study will lead, and then to share their findings with those of us who have had a part in the present project.

Vincent J. Amanna
University of Colorado
June, 1970

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George Goulette	Gordon Winlow

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Dr. Carl J. Hoffman, Director of Continuing Education and Community Services, Colorado State University.

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Vincent Amanna, Director, Region VIII Adult Basic Education Project, is to be commended for suggesting a course on adult educator behavior. The authors wish to thank him for the challenge and a tremendous learning experience.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
DEVELOPMENT AND USE OF THE SYLLABUS.	1
TO THE INSTRUCTOR.	4
THE BEHAVIORAL SETTING FOR LEARNING.	8
The Adult Learner	10
The Teacher of Adults	14
Learner and Teacher Behavior.	19
The Subject Matter of Adult Learning.	23
Group Characteristics of Adult Learners	28
Outside Forces in Adult Learning.	31
BEHAVIORAL PATTERNS FOR TEACHING	34
Communication	37
Verbal Communication.	43
Nonverbal Communication	46
Empathy	49
Leader Behavior	52
Problem Solving	55
REFERENCES	60
APPENDICES	77
A. More Effective Teaching	79
B. Techniques.	105
C. Student Projects.	114
D. Unpublished Papers.	131

DEVELOPMENT AND USE OF THE SYLLABUS

Under provision of Section 309(c) of the Adult Education Act of 1966, the University of Colorado prepared under sub-contract with colleges and universities six courses of study for the professional preparation of adult basic education personnel. The courses of study will be made available to institutions of higher education for the purpose of providing undergraduate and graduate students the opportunity to study adult teaching and learning. The six courses of study are:

1. Seminar in Adult Basic Education
2. Sociology of Impoverished Life Styles
3. Psychological Implications of Deprivation on Adult Learners
4. Adult Teaching and Learning
5. Methods and Materials in Adult Basic Education
6. Evaluation in Adult Basic Education.

Adult teaching and learning is a suggested course of study which emphasized teacher behavior in relation to adult learning. Studies of teaching behavior are hardly beyond the exploratory stage. Studies on teaching behavior in relation to adult learning are practically nonexistent. Therefore, in the development of the syllabus a considerable amount of time and effort was spent using the curriculum development process described by Ralph Tyler (1950).

A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. Based on the authors' experiences, concepts and behaviors not always associated with the field of adult education were included. For example, material in personnel

management was used since this area of study does emphasize behavior in an adult setting.

The syllabus was designed to allow maximum flexibility in a course of study. Areas may be expanded, added, or dropped depending on the teacher-learner setting. Variations in format will be noted and each instructor is encouraged to continue to make variations for the purpose of finding the most effective learning experiences for teachers of adults.

The course of study was field tested on campus and off campus. Revisions were made based on the field tests, but each instructor should continue to evaluate the course content, behavioral objectives, learning experiences, questions for evaluation, and sources of information.

Significance. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. In addition, the significance statements were designed in a way to provide support for the behavioral objectives which were selected.

Behavioral objectives. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The objectives were stated in a form that is helpful for selecting learning experiences, guiding instruction, and evaluation.

Suggested areas to study. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. References have been indicated where one can learn more about the area.

Learning experiences. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to

achieve the behavioral objectives. There are many learning experiences which can be used to achieve the same objective, and a particular learning experience may be useful in acquiring several objectives. The instructor needs to exert a great amount of time and effort in selecting those learning experiences which contribute the most to the development of more effective teacher behavior.

Evaluation. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. Here too, the instructor needs to use his own initiative and determine if there are more effective ways to measure the result(s) of the teaching-learning experiences.

References. In each area of study, core readings have been listed. In addition, supplemental readings have been identified in References. It is suggested that new references, teaching materials, and aids be added in order to provide an up-to-date course of study.

Appendices. The information in the appendices has many uses. The ideas on more effective teaching were selected because of their emphasis on teacher behavior. The techniques can be used when needed. The student projects can be used as handouts and the unpublished papers can be used as either handouts or reference material.

TO THE INSTRUCTOR

Your student learners are adults who will be teachers of adult learners. Your actions and the methods you use with your adult students will become their model when they enter the teaching-learning process with other adults. Therefore, you need to answer the question, what is my role and function as a teacher of adult learners who will be teachers of adult learners?

One way to approach this question is to suggest that you are a learner of learners learning about learners.¹ No doubt about it, you as the instructor of this course will be learning a great deal about yourself and your learners as you direct the learning activities. Your overall objective will be to help your adult students develop and conduct more effective learning experiences for the many learners in adult education. The learner relationships are shown in Figure 1.

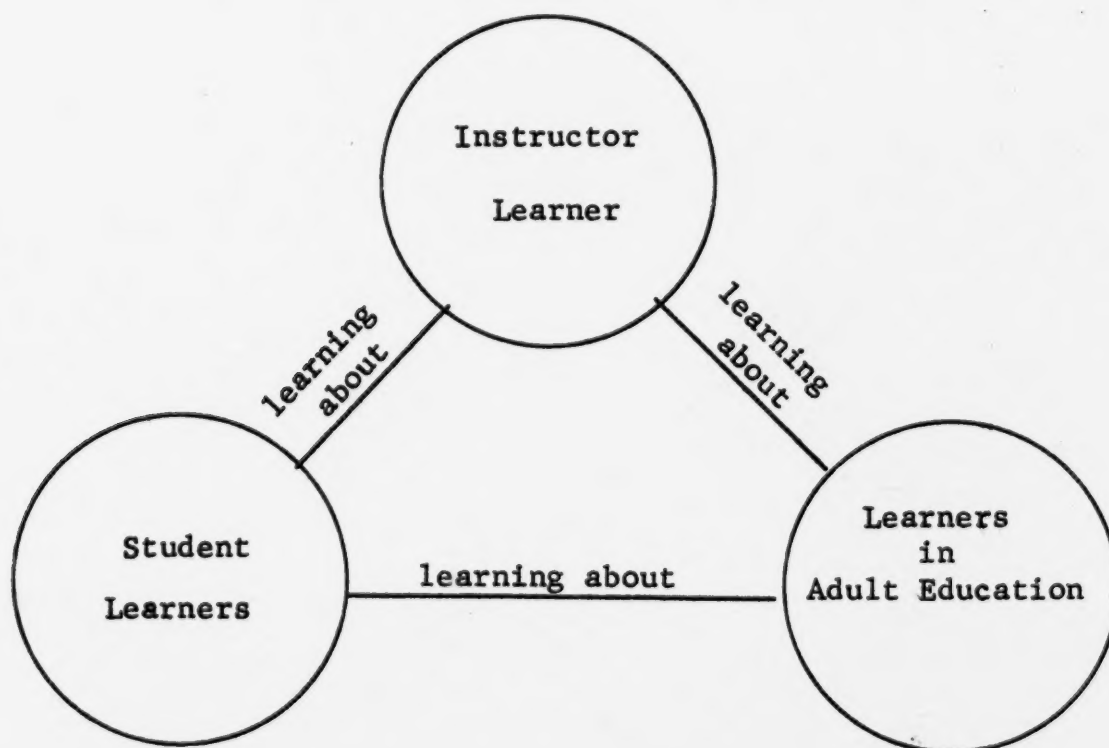


Figure 1. Learner of Learners Learning About Learners

¹From a discussion with Vincent Amanna, Director, Region VIII Adult Basic Education Project at the University of Colorado.

To help define your role with your adult learners, it is suggested that you study several points of view on the teaching-learning relationship between the adult learner and the instructor. Boyd (1966) stated that too many teachers of adults approached the teaching-learning relationship as though the learners were children or youth. The rationale for working differently with adults is: "The adult learner unlike the child or adolescent can approach subject matter directly without having an adult in a set of intervening roles between the learner and the subject matter (p. 180)." A model of Boyd's ideas is shown in Figure 2.

Stanius (1969) would like the adult educator to be a helper/resource person. The student learner would proceed at his own pace defining his own learning objectives:

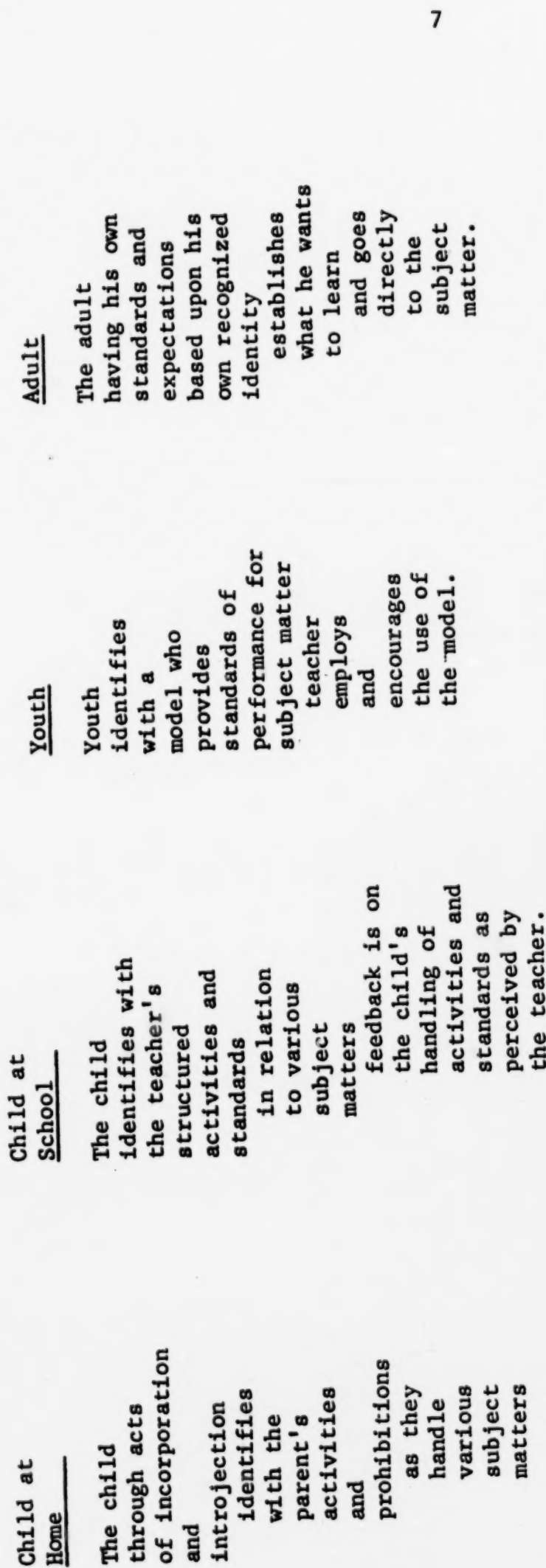
The emphasis is on the process of learning, i.e. learning by discovery, learning by complete involvement. The self-learning student is actively involved in his own tasks, he alone is responsible for his acts. Moreover, the knowledge and skill that each individual learns may be different from that learned by others (p. 5).

The adult educator would relate to the student's needs and problems through the helping process. Thus, the adult educator would exert influence on the individual student through the helping-learning process by providing printed or human support.

Pine and Horne (1969) have identified a number of useful principles and conditions for adult learning which will help you acquire the helping and problem solving skills needed in this course. From time to time, study the principles and conditions and apply them to the teaching-learning situation in your class. Have your students discuss the way they see you using each principle and condition. This

experience will help you, but more important your adult students will be experiencing the kind of a teacher-learner relationship which they will need to develop with their adult learners.

"All that goes by the name of adult education is not, in psychological terms, adult education. Perhaps more often than we are aware, or would care to admit, adult education is child-youth education conducted with older students."



The teacher of adults does not have as his objectives the setting of standards. Nor does he use rewards and punishments as teaching techniques. The teacher's basic task is to help the adult reach the adult's learning objectives which need to be defined in terms of the structure and intent of the course, program, workshop, or whatever the format might be. The objectives may be too narrow or too broad. In either case if they appear to violate the structure of the course or the nature of the subject matter as the instructor perceives it, then the instructor has the responsibility to make the situation and conditions clear to the learner. The relationship between learner and instructor should be such that open and free inquiry is expected. The discussion is based on evidence and logical argument but not on authority, love, or fear.

Figure 2. Teaching-Learning Relationships¹

¹Boyd, R. D. A psychological definition of adult education. Adult Leadership, 1966, 15, 160-162, 180-187.

THE BEHAVIORAL SETTING FOR LEARNING

What is important to know and understand in adult learning?

This unit is an examination of six main groups of variables which affect adult learning. These groups of variables follow the model presented by Klausmeier and Goodwin (1966) which emphasizes efficiency in achieving long and short term learning goals. The six groups of variables, as shown in Figure 3, provide the behavioral setting for learning. The following questions help to focus the main concerns.

1. What do we need to know about the adult learner?
2. How important is the teacher?
3. What do we need to know about learner and teacher behavior?
4. What is the important subject matter of adult learning?
5. How does the group affect adult learning?
6. What outside forces need to be considered?

Teachers of adults are faced with different kinds of problems in achieving educational objectives. The ability to analyze problems to determine what variables may be changed to produce more efficient learning is one of the important behaviors needed to be an effective teacher of adults.

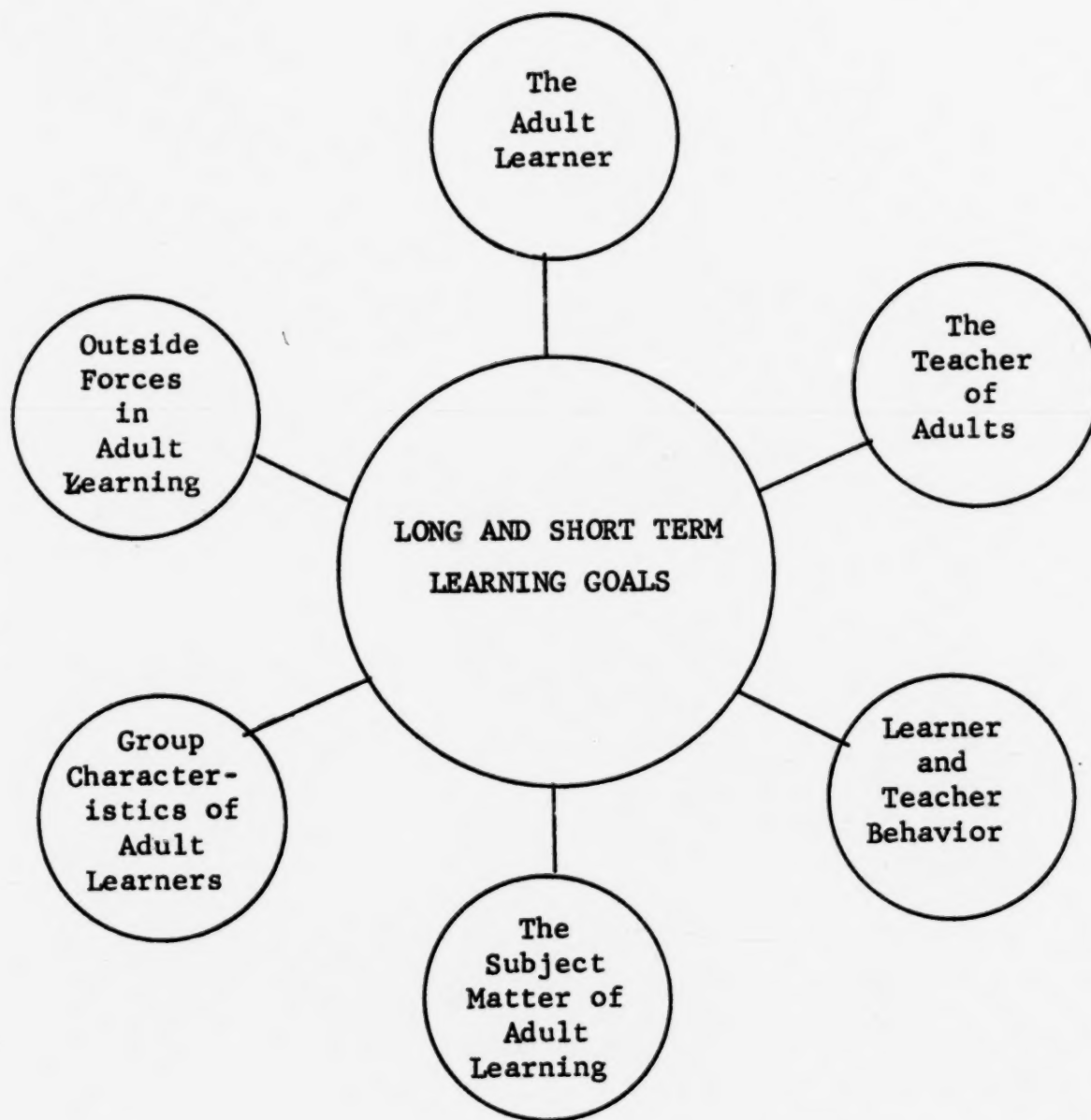


Figure 3. The Behavioral Setting for Learning

The Adult Learner

Significance of the Adult Learner

In most situations, the adult learner is the most important variable to be analyzed in relation to the behavioral setting for learning. Socio-cultural characteristics of the adult learner lead to both negative and positive relationships in the teaching-learning setting. Of real significance is the consideration of the adult learner and how he may differ from children and youth who remain in school.

By looking at adult learners as individuals and at their characteristics as members of a group, adult educators involved in planning programs and teaching adults have the basic inputs for designing effective learning experiences.

Behavioral Objectives

As a result of learning:

1. The teacher of adults will be able to recognize the difference between the adult learner and children and youth learners.
2. The teacher of adults will be able to recognize the needs and interests of adults.
3. Based on the uniqueness of the adult learners, their needs and interests, the teacher of adults will be able to formulate educational objectives for the adults.

Suggested Areas to Study

The adult learner. In examining the literature, numerous studies, reports, and points of view may be found concerning the adult learner. As to the uniqueness of the adult learner, Hendrickson (see Appendix) and Miller (1964) provide us with substantial insight.

Self-concept. The leader-teacher in the adult learning enterprise will maximize the results of his efforts and the efforts of the adult learner in considering the importance of the self-concept, its influence upon the behavior that occurs, and the effect it has upon the amount and quality of learning that is accomplished.

Perception. In any adult learning enterprise there are essentially three elements: (1) the leader-teacher; (2) the adult learner; and (3) the environment. Perceptions of this setting by the leader-teacher and by the learner will affect the behavior of each and will be an important determinative factor in the amount and quality of learning that occurs. Perception is always perception of situations, persons, and issues.

Affective characteristics. What are the interests of the adult learner? What are his motives for being in the learning enterprise? What are some of his attitudes toward himself, others, and the learning to be achieved? In the learner's system of values, what is the priority listing? What emotions and feelings are evident as the learner expresses himself to the leader-teacher and to members of the group? Failure to recognize the importance of the affective characteristics spells tragedy for the leader-teacher and the learner (Combs and Snygg, 1959).

Mental maturity. What are the factors to be considered in analyzing mental maturity? First, there is the personal factor, which includes habits, interests, skills, knowledge, and ability to learn new skills. Second, the emotional factor includes attitudes and emotional blocks. Third, there is the social factor of the individual's life. And fourth, a major concern for any adult learning effort is the occupational concern. Any leader-teacher in adult education would do well to recognize this breakdown for counseling purposes.

Physical maturity. Indications are that very little time has been given to this aspect of the adult learner. Some reference is made to the fact that poverty environment is a reason for severe handicap in mental, social, and economic achievement. The result of such an existence may be a feeling of fatalism, helplessness, dependence and inferiority. Any evidences of such feelings are important factors in future learnings for the adult.

Demographic data and health factors. Age, sex, marital status, cultural background, race and health factors are important parts of the life of any adult. However, their importance does not lie in their factuality. Rather, their importance lies in the effect they have on the behavioral and affective characteristics of the learner. If the above factors have had the effect of hindering the growth and development of the learner, the leader-teacher should consider the importance of the developmental tasks concept and its importance in future learning experiences (Havighurst, 1952).

Learning Experiences

1. Involve the student in an experience allowing comparison, and contrasting adult learners with children and youth.
2. Describe the characteristics of undereducated adults. Suggest using a variety of experiences to achieve this task--literature review, visit adult classes, view selected movies, or interview specialists who work with undereducated adults.
3. Write educational objectives based on needs and interests of adults.

Evaluation

1. At the conclusion of the teaching-learning enterprise, is the adult student able to list specific ways in which the adult learner differs from the child or youth learner?
2. Is the student able to identify and enumerate the needs and interests of the adult learner?
3. Has the student written a statement of objective based on needs and interests which is both measurable and achievable?

Core Readings (See Appendix for Supplementary Reading)

- Combs, A. W., & Snygg, D. Individual behavior. New York: Harper and Row, 1959.
- Department of Health, Education and Welfare. Survey results of 94,000 adult education participants in the USA. Washington, D. C.: U. S. Dept. of Health, Education and Welfare, 1968.
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- Shoffner, S. M. Self concept: Its role in breaking the poverty cycle. Agricultural Science Review, 1969, 3, 23-29.

The Teacher of Adults

Significance of the Teacher of Adults

A list of teacher characteristics can be as extensive as the characteristics of the adult learner. Some characteristics are directly related to teacher effectiveness with adults while other characteristics have little or no significance in the teaching-learning process. The problem then becomes one of isolating from the numerous lists of characteristics the ones which make a difference with the adult learner.

Information in the literature suggests that more attention be given to affective characteristics as compared to cognitive, psychomotor, and demographic characteristics in any teacher preparation program. Therefore, the objectives of this unit are designed to emphasize the teacher characteristics which refer to the emotional or feeling tone of the teacher--interests, attitudes, understandings, perceptions and values of an individual.

Behavioral Objectives

1. The teacher of adults will understand that his behavior and the behavior of group members is both a cause and result of the climate or feelings in the teaching-learning setting--acceptance, rejection, and being ignored.
2. The teacher of adults will be helped to understand that his own self-concept is a key variable to effective teacher behavior.
3. The teacher of adults will recognize the importance and influence of perception on teacher behavior.

Suggested Areas to Study

The affective domain. The affective domain and affective characteristics are ways of referring to the behavior patterns of the teacher

of adults. The implication is that the behavioral patterns of the teacher of adults is an important factor in the facilitation of maximum learning. Desired behavioral patterns for effective teaching-learning are that the teacher should exhibit a sense of humor, a respect for his students, a sensitivity toward the needs of his students, love for people, faith in student's ability to learn, a sense of the dramatic, and skill in making use of the experience of his students.

It is also desirable that the educator be congruent. That is, the educator must be aware of feelings and attitudes which are experienced. He also accepts the learner as he is and for what he can potentially be. Combs and Snygg (1959) suggested that acceptance of self by the educator will enable the educator to accept the student.

Good teaching requires that the teacher himself has discovered who he is and what he is trying to do, just as he is attempting to assist the student in discovering these things for themselves. It is only when people are able to accept themselves that they are able to engage with any great degree of freedom in exploring themselves. To make this possible, those who teach the students must themselves be capable of acceptance. . . . Acceptance is understanding without judging. . . . Acceptance of a person where he is does not mean we must be resigned to leaving him there (pp. 390-391).

Climate for learning. Combs and Snygg suggest that atmospheres are not accidental, nor are they matters of physical environment alone. One contributing factor in the formation of the atmosphere is the interaction of the people with one another. In the teaching-learning setting this means the interactions between the teacher and the learner. The teacher's unawareness of this fact does not make it non-existent. The climate for learning provides the stage upon which learning occurs and is the product of the interaction of the teacher and the learner. This climate can be ignored only at the risk of making the process of learning haphazard and inefficient.

The self-concept. The self-concept is the person as he sees himself. For the teacher of adults to effectively facilitate the learner's studying of self-concept, he will need to be aware of the influence of his own self-concept in the on-going process between student and teacher. Self-concept is the product of previous experience and also an important determinative force influencing future experiences. If the product of previous experiences is a negative self-concept, can a positive self-concept be learned? Learning understood as a life-long process implies that it is possible to learn a new self-concept. But the teacher of adults will need to be aware that part of the learning of the new self-concept is the unlearning of the old self-concept. To be the instrument through which this goal of a new self-concept is reached, the teacher of adults will need to be able to understand, perceive, identify, and empathize with the student, not as the teacher perceives the situation, but as the student perceives his own situation (Shoffner, 1969; Rushing, 1970) (see Appendix).

Perception. Kelley (1962) suggests that the psychological self is fed through the perceptive process. Through the perceptive process only a filtered part of the stimuli from the environment impinges upon the person. The filtered part of the stimuli which comes into consciousness is the stuff of growth for the personality, and it builds attitudes, habits and knowledge. The food for the psychological self which feeds through the perceptive process determines the quality of learning and development which occurs when an individual is placed in the context of an educational experience.

Perception becomes an important factor in the dynamic interplay which occurs between the leader-teacher and the learner. Included in

this perception of their respective situations is the leader-teacher's perception of the learner; the leader-teacher's perception of himself; the learner's perception of the leader-teacher; and the learner's perception of himself. The perception of each participant will affect the amount and quality of learning and development which takes place within a particular setting.

Learning Experiences

1. Through the sharing of values, attitudes, emotions, and feelings the adult teacher will be helped to understand that his behavior and the behavior of others is affected by the climate and feelings of the group. (Use the 2-5-8 experience on feelings.)

2. The teacher of adults will look at his behavior and explore possible factors affecting how he views himself in relation to others in his immediate group (Rushing, What Kind of Leader Am I?) (see Appendix).

3. The teacher of adults should have opportunities to compare his perception of persons, situations, and issues with the perception of other group members and will engage in discussion that will facilitate his learning the importance of perception. (Visit one or more classes to observe and compare your observations with those of other group members.)

Evaluation

1. The learner experienced the expression of such feelings as acceptance, rejection, and being ignored and their effect on the learning situation.

2. Through self analysis, the adult teacher expressed understandings about himself as a key factor in effective teacher behavior.

3. The adult teacher checked his perception with the perception of others to sharpen his skills in perceiving what certain behaviors may mean.

Core Readings

Combs, A. W., & Snygg, D. Individual behavior. New York: Harper and Row, 1959.

Kelley, E. The fully functioning self. In A. W. Combs (Chm.) Perceiving, behaving, becoming. ASCD Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, 1962.

Rushing, A. E. An improved self-concept: A developmental task for the adult student. Fort Collins: Colorado State University, 1970.

Shoffner, S. M. Self-concept: Its role in breaking the poverty cycle. Agricultural Science Review, 1969, 3, 23-29.

Learner and Teacher Behavior

The Significance of Learner-Teacher Behavior

When the teacher and the learner come together in the teaching-learning setting they exhibit a pattern of behavior. The teacher is usually placed in the role of initiator and facilitator of any learning expected to occur. Therefore, it is the teacher who acts (behaves) and it is the learner who acts (behaves) in response. The behavior of the teacher elicits a respondent behavior from the learner. Thus, the teacher's behavior and language set the emotional climate of the teaching-learning setting. Teacher behavior also controls the flow of interaction within the setting, and there is a definite correlation between teacher behavior and learner behavior. The teacher who is anxious about the results of his efforts will contribute to anxiety on the part of the learner. If the teacher is free and creative he will tend to develop freedom and creativity in his learner.

Behavioral Objectives

1. The adult teacher is made aware of the patterns of teacher behavior and learner behavior and their effect on the amount of learning which takes place and the level of interest maintained.
2. The adult teacher understands the dynamic nature of the interactions occurring among group members and the importance of this interaction in relation to the behavioral patterns of each group member.
3. The adult teacher is able to recognize the concept of perception in his understanding of his own behavior and the behavior of other members of the group.

Suggested Areas to Study

Behavior. What are some of the factors which cause you to behave as you do when you go into the teaching-learning setting? (1) As a teacher? (2) As a learner? Klausmeier (1966) suggests that teacher and learner behavior consists of three components. They are: (1) the learning processes, (2) the teaching methods, and (3) the interactions between the teacher and the learner. Rogers (1969) also gives strong support to these three components.

Perceptual view of behavior. What are some of the things seen by the learner(s) as he enters the teaching-learning setting? What does the teacher see upon entry into the teaching-learning setting? What effect does this have upon their behavior? Combs and Snygg (1959) make a strong case for the importance of perception, its effect on behavior, and its application to the goals and purposes of the educational enterprise. Kunz and Richardson (1968) report on studies supporting the hypothesis that the self image (concept) of the individual affects his perception. The studies also support the hypothesis that perception affects behavior. It is suggested that at least three areas related to perception be pursued. They are: (1) the perceptual view of behavior, (2) the effect of the self on perception, and (3) the effect of perception on behavior.

Human relations. The importance of the human relations factor in the teaching-learning enterprise is supported by Combs (1967) who suggests that the only "constant" present in the teaching-learning process is the "constant" of the human relations factor. Rogers (1967) puts the teacher in the role of facilitator and suggests that the teacher's effectiveness is dependent upon the attitudinal qualities

which exist in the personal relationship between the facilitator and the learner.

Learning Experiences

1. Each student should participate in exercises of enumerating and describing patterns of teacher behavior and learner behavior that may occur in the teaching-learning setting.

2. Each student will develop a list of behaviors, describe each behavior and the expected respondent behavior as it might occur in the teaching-learning setting.

3. Each student will be asked to write a case study from personal experiences in teaching-learning to illustrate (negative or positive) the influence of the behavior of the teacher and/or the learner upon the climate for learning.

Evaluation

Following participation in the teaching-learning experience:

1. To what extent is the student cognizant of the influence of his behavior upon the respondent behavior of others in the group?

2. To what extent is the student aware of the verbal and non-verbal interactions among members of the group; and to what extent is the student aware of the influence of these interactions in determining the behavior patterns of each individual?

3. Can the student integrate the concept of perception into an explanation of his responses to the behavior of the other group members?

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The Subject Matter of Adult Learning

The Significance of Subject Matter

The subject matter of adult education ranges from academic subjects to leadership training, from work skills to creative expression, from home and family living to world affairs. The idea which is significant here is not the learning of specific subjects (reading, writing and arithmetic), but the subject matter of adult learning, a unique body of theory, knowledge, practice, methods and techniques developed or adapted specifically for adult teaching and learning. The effective adult teacher will recognize the importance of combining the two subject matters.

Behavioral Objectives

1. The adult teacher is able to distinguish between specific types of subjects and the subject matter of adult learning (theory, knowledge, practice, methods and techniques).
2. The adult teacher is able to organize the various type(s) of subject matter with the subject matter of adult teaching and learning for the purpose of providing more effective learning experiences.

Suggested Areas to Study

Types of subject matter are provided by Johnstone and Rivera (1965): (1) vocational, (2) hobbies and recreation, (3) home and family life, (4) academic subjects, (5) religion, (6) personal development, and (7) public affairs.

Worlds of experience (Miller, 1964) provide an analytical model for viewing the nature of change desired with the four worlds which the adult directly experiences and out of which his needs for education

emerge: (1) personal and social world, (2) the world of work, (3) the world of form, and (4) the physical world.

Developmental tasks of early adulthood, middle age, and later maturity provide a framework for subject matter areas to study (Havighurst, 1952).

Principles and conditions for learning which will help adult educators acquire problem solving and helping relationship skills are identified by Pine and Horne (1969).

Theory, research, and practice in adult teaching and learning may be found in Brunner and associates (1959), Knowles (1960), Miller (1964), Jensen, Liveright, and Hallenbeck (1964), the new Handbook of Adult Education in the United States (1970), and the many publications of the National Association for Public Continuing and Adult Education.

Methods and techniques are many and varied (Carpenter, 1967; Bergevin, Morris, and Smith, 1963).

Learning Experiences

1. Each student should design for himself a framework for viewing the subject matter areas which may be found in adult education (see Figure 4).
2. Each student should begin a handbook on the subject matter of adult teaching and learning which will help him in his work with his adult learners.
3. Each student should design several learning experiences for a group of adults in his field utilizing his knowledge in adult learning.

Worlds of Experience	Subject Matter (Examples)	Nature of Change Desired		Common Elements in Programs
		Techniques	Beliefs Values	
Personal and Social	Interpersonal relations Social problems Moral & ethical issues	Improve techniques	Examine beliefs	Change values
				1. People feel deeply about the subject. 2. People want answers to clear up confusion. 3. People are in conflict with values.
Work	Occupational education Business administration Industrial skills New technology	Transmission of techniques	Empirical testing of beliefs	Little emphasis
				1. High level of motivation present. 2. Practical, useful, helps pay check.
Form	Humanities Plastic arts Performing arts	Develop creative skills	Raise level of appreciation or analytical skills	1. Women are most interested. 2. Concern for things not logical or familiar. 3. Resources often limited.
Physical	Sciences	Most emphasis	Beliefs about the physical world	Little emphasis
				1. Usually a gap between professional and layman. 2. Complex methodologies involved.

Figure 4. Framework for Viewing Subject Matter and Behavior Changes in Adult Education. Prepared from Miller (1964, pp. 6-18).

Evaluation

To what extent is the student oriented to learning about both specific types of subjects and the subject matter of adult teaching and learning? Levels of evaluation: to what extent does the student--

- _____ (a) devote most of his work to one or more types of subjects?
- _____ (b) devote most of his work to the subject matter of adult teaching and learning?
- _____ (c) work on both the various types of subjects and the subject matter of adult teaching and learning?
- _____ (d) integrate the subject matter of adult teaching and learning with the various types of subjects?

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Group Characteristics of Adult Learners

Significance of Group Characteristics

In the adult teaching-learning setting, what is the importance and the influence of the group upon the teaching-learning which occurs? What are the characteristics of the group? What characteristics are most important to know in planning for maximum learning? What is the influence of the group upon the individual's behavior? What is the influence of the individual upon the group's behavior? These and similar questions will need to be dealt with in the planning of educational enterprises for adults.

Some participants may enter the adult teaching-learning setting with the assumption that "a group is a group." Others may enter the setting viewing the group as a mere collection of individuals, and still others may see the group as a number of persons bound together into an entity by common interests and experiences.

To assure and achieve maximum learning in the teaching-learning setting, it is important to know something about group characteristics and group functions. Knowledge of these two elements will increase the effectiveness of the educational effort and enhance the possibility of maximum learning.

Behavioral Objectives

As a result of the learning:

1. The teacher of adults will understand group characteristics and their influence on learning.
2. The teacher of adults will recognize the effect of changing the nature of a group from a collection of individuals to a group as a composite whole.

3. The adult teacher will create illustrations of: (1) the positive influence of the group upon an individual, (2) the negative influence of the group upon an individual, and (3) the influence of the group upon the climate for learning.

Suggested Areas to Study

Characteristics of the group. In order to better understand the group as an entity (composite whole), something concerning the nature of the parts should be our concern. Klausmeier (1966) suggests that the parts to be considered are: (1) number, (2) structure, (3) attitudes, (4) cohesiveness, and (5) leadership.

Number and structure are indicative of the size of the total group. It may mean that the number in the group put together will equal a small group. It may mean that the total number of members in a given group is sufficiently large to be divided into a number of small groups. Thus, number and structure become factors in planning different learning experiences for each group.

Attitudes about the group are present when a person becomes a member and emergent attitudes may result from being a group member. Sayles and Strauss (1966) provide some insight into the "why" and "how" of group formation; a framework for looking at the structure of the group, including leadership, and an explanation of factors contributing to group cohesion.

Further insights into the nature of the group, its functions, and the effects of leadership upon the group are provided by Beal, Bohlen, and Raudabaugh (1962) as they make a case for the dynamic nature of the group.

Learning Experiences

1. The adult student will observe a group's behavior and classify it as facilitative or hindering to the learning experience.
2. The adult student will be asked to identify points and experiences in the life of his immediate group where he felt there was movement from a collection of loosely related individuals to a cohesive-supportive group. This movement will happen as the result of a variety of planned experiences in the course.
3. The adult student should have opportunity to practice the skill of analyzing when the group atmosphere affected the climate for learning, negatively or positively.

Evaluation

Following his participation in a group experience:

1. To what extent is the adult student able to recognize and enumerate group characteristics--positive or negative in effect?
2. Can the adult student identify stages in the development of group life and tell how these stages are affected by group characteristics?
3. Is the adult student able to distinguish between positive and negative factors contributing to the climate for learning?

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Outside Forces in Adult Learning

Significance of Outside Forces

Two forces converge on the adult learner which influence his responses as he enters the teaching-learning setting. They are (1) internal forces, and (2) external forces. Here we are primarily concerned with the external (outside) forces.

When the adult learner enters the teaching-learning setting, his past experiences will affect his interest and capacity to learn. Therefore, it is important for the teacher to know something about the life of the learner in order to understand what he needs and how best to design meaningful learning experiences. The teacher who is sensitive to the outside forces which affect the learner will increase his own effectiveness immeasurably.

Behavioral Objective

The teacher of adults will evaluate the life of the student outside the teaching-learning setting as a means to increase his own understanding of the behavior of the student.

Suggested Areas to Study

Klausmeier (1966) provides a structural framework for studying and analyzing outside forces that influence learner behavior. The framework consists of two major divisions. There are the outside forces affecting (1) the student, and (2) the entire setting. Those forces directly affecting the student include (1) the home, (2) the neighborhood, and (3) broad cultural influences. The forces having impact upon the entire setting are (1) other persons and agencies such as elected

officials, religious personnel, civic and social groups, and (2) community expectations.

Further insight into the outside forces affecting the student will reveal that in the home the following factors are important. They are: (1) the type of home life, (2) the standard of living, (3) the type of home, (4) male dominated, (5) no male image, (6) the amount of living space available, (7) the kind and quality of dress, (8) the attitude toward learning, (9) immediate needs, and (10) the motivation to learn. Under the heading "neighborhood" consideration should be given to: (1) the acceptance of a leader, (2) the neighborhood power structure, (3) acceptance by the group, (4) mobility, (5) night travel, (6) stay in own neighborhood, (7) participation in neighborhood activities, and (8) opportunity to change. Cultural influence factors that are important include: (1) past history of the family and of the individual, and (2) ethnic background and customs.

An in-depth analysis of the outside forces affecting the entire setting will look at community leadership for such qualities as: (1) attitudes--accepting, friendly, (2) goals--community and individual, (3) ability to reach people of different levels, (4) ability to gain trust of the learner, (5) acceptance of the teacher by the learner, (6) realistic approach to problems, (7) sincerity toward the learner, and (8) patience toward the learner. A second set of outside forces affecting the entire setting will be the administrative organization. Component parts include: (1) expectations and support, (2) realistic timetable, (3) compatibility of goals with goals of the learner, (4) necessary facilities, equipment and personnel, and (5) coordination with

other educational agencies. Curriculum requirements are also classified as outside forces. Questions to be asked about them are: (1) are they set for the level of the learner, and (2) are they helpful in reaching the goals of the learner? Community expectations, as an outside force would include: (1) interest expressed by the community, (2) recognition of the students, and (3) class space made available.

Learning Experiences

1. The teacher of adults will design an instrument for his own use in collecting data about the adult student. The data will focus on outside forces affecting the teaching-learning setting.
2. The teacher of adults will write a case study for class presentation illustrating the effect of outside forces upon the learner.
3. The teacher of adults will design and present a role-play of the positive and the negative effect of some outside force which affects the "entire setting."

Evaluation

What evidence(s) is there in the teacher's behavior that the teacher recognizes the presence of outside forces and their effect upon the learner performance?

Core Readings

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BEHAVIORAL PATTERNS FOR TEACHING

The purpose of this course is to develop more effective teacher behavior with adult learners. Research contributions in this area suggest that a teacher of adults must be more than a knowledge expert on the adult teaching-learning process. He must be in communication with the adults he seeks to help; and, he needs to understand that there is a relationship between his behavior and the behavior of the learner.

Schroeder's knowledge model and behavioral model on effective teaching help to illustrate two different designs for developing more effective teachers of adults:

It can be said that educational programs (meaning approach to planning, determining objectives, content, organization of learning experiences, instructional techniques, methodology, and evaluation procedures) do to a considerable extent reflect the designer's conception of ideal outcomes of the ideal product. Thus, any appraisal of our present status (mode of operation) and any suggestion for possible improvement must be preceded by an understanding of possible product models. There appears to be at least two such clearly distinguishable models that might at this point be examined.

Knowledge Model

Emphasizes personal acquisition of information presumed to be correlated with effective teaching. The "mystical leap" is made from knowing to doing.

An effective teacher is one who:

1. Knows the subject matter.
2. Understands personal and group behavior.
3. Is familiar with learning and motivational theory.
4. Knows how to design a lesson plan.

Behavioral Model

Emphasizes acquisition of patterns of behavior necessary to resolve actual problem situations.

An effective teacher is one who:

1. Is able to recognize and bring into sharp focus instructional problems when faced with them.
2. Is predisposed and able to individually search for possible solutions by drawing on his experiences and the experiences of others.

- | | |
|---|--|
| 5. Is familiar with philosophic writings and thoughts of the most important educational philosophers. | 3. Is able to elicit the type of behavior or interaction in the classroom which is necessary to execute the solutions conceived. |
| 6. Is familiar with various instructional techniques and devices. | 4. Sees potential for growth in all living things. |
| 7. Is familiar with the historic development of educational institutions. | 5. Exhibits such behavioral patterns as flexibility, sensitivity, expansiveness, etc. |

My observations of both pre-service and in-service teacher training programs together with information gathered from discussions with those responsible for the execution of same lead me to conclude that the knowledge model is currently the most predominant. The question remains, however, is this desirable? To at least tentatively answer this question, let us speculate for a moment concerning the probable procedural, policy, attitudinal, and growth outcomes of each model.

Knowledge Model

1. Classroom procedure will be quite traditional and academic with a definite content emphasis. Involvement of the group in planning and execution will be minimal. Lecture will be employed as the primary technique. Relevance of content to resolution of actual teacher problems, if of any concern, will most probably appear as a final lecture topic. Motivation is assumed.
2. Policies are adopted which reflect the notion that in-service training is done to the individual for his benefit by some academician outside the system. The cost of both time and money are largely assumed by the teacher himself; thus the conception that an in-service experience is of exclusive benefit to the individual and is an extra to rather than an integral part of the job.

Behavioral Model

1. Classroom procedure will be functional in nature with a process emphasis. Involvement of the group in planning and executing will be extensive. Technique selection and teacher behavior will largely follow the dictates of real or simulated teacher problems. Motivation is built into the system. Methods are taught by example.
2. Policies are adopted which reflect the notion that in-service training is done with the individual, the system, and the profession. Time off with pay is provided for in-class and out-of-class study. In-service training is not conceived of as having an end. It is a continuous, systematically scheduled process, the content of which changes in direct proportion to the emergence of problems. Furthermore, it is a process which might well require local leadership with outside resources as needed.

3. The clientele will come to worship such symbols as credit hours, degrees, diplomas, etc. The point at which one arrives educationally is quite clearly defined. Negative attitudes toward continuing education are nurtured. Continued dependence rather than individual acceptance of responsibility for self-learning is encouraged. The whole in-service experience is viewed as drudgery and as an imposition.
4. Much of that which is learned has little transfer value and is not fully integrated into the behavioral repertory of the individual. Thus, much of the learning efforts so vitally needed to resolve ever increasing educational problems are "spilled" on barren soils.
5. The criteria for evaluation will reflect the acquisition of factual knowledge assumed to be predictive of teacher effectiveness.
3. Since the clientele is motivated by real or simulated problems, they may come to value the primary ends of in-service experience, which are (a) improvement of the teacher's ability to cope with teaching problems, (b) improved effectiveness of the educational system, and (c) improvement of the over-all teaching profession. Clients may come to accept the notion that there is no end to learning, just temporary plateaus--that in-service experience is merely designed to facilitate engagement in an endless process of becoming. Positive attitudes may be developed concerning continuing education. Finally, the interests requisite to the continuation of learning outside the formal classroom setting may be acquired.
4. By the very nature of the learning design, that which is learned is directly relevant to problems sensed by the clientele; thereby, reducing or completely negating transfer problems and the problem of supervicial learning.
5. Criteria for evaluation will emphasize the successful resolution of actual learning problems (pp. 4-7).

The behavioral model supports the design of this course. The model serves as a basis for selecting behavioral patterns which will help the teacher solve the problems confronted in adult teaching and learning. The behavioral areas of communication, verbal communication, nonverbal communication, empathy, leader behavior, and problem solving were selected because it was felt that these were some of the most important behaviors which need to be considered in developing effective teachers of adults.

Communication

Significance of Communication

Two persons come together. One of them sends a message, the other receives it. Communication has occurred. On the surface, it would appear that communication between two or more persons is a simple matter. The only necessity for communication is that you have a sender and a receiver of the message. To the sender, it is clear what the message is that he is sending. He reasons, "How could anyone not know what I mean?" The assumption is that by merely sending a message he has communicated with the receiver.

The implied question is, "Has the sender of the message communicated, or has he merely dispensed some information?" What is the distinction between the two and what is the impact of this distinction for the adult teaching-learning setting?

Distinction between dispensing information and communicating information can be made by defining the former as the simple conveyance of factual data, material that can be stored and reported, for example, by the computer. Communication, on the other hand, is a more complex process, involving several levels of participation. The implication from such a distinction is that the teacher of adults may function as a conveyor belt by which information is passed along to the learner, or the teacher of adults may enter into a process of participation with the learner. Here the teacher becomes a communicator in contrast to the conveyor belt image.

Behavioral Objective

The teacher of adults is able to use learner responses (negative and positive; verbal and non-verbal) in improving his communications

skills, and maximizing learning and learner participation.

Suggested Areas to Study

Communication and perception. There is a story about the tree that falls in the forest and is not heard unless its sound waves are picked up by a hearing apparatus. In the same way, the adult learner who is being addressed by the teacher of adults will hear only the information which is within his range of perception. Strauss and Sayles (1960) support the importance of perception in communication by pointing out that people interpret the same stimulus in different ways.

Communication and expectation. The teacher of adults must always be aware that the adult learner has come to the teaching-learning setting with his own experience and background. Out of this experience and background the learner has developed certain expectations of himself and of others. The expectations of the learner will act as a filter in his receiving what the teacher of adults intends to communicate. The learner will pick up what he expected to, but what was not expected will not register as it is made available (Strauss and Sayles, 1960).

Communication and involvement. Information about the surface of the moon, when delivered by the astronaut to the novice, will be accepted as reality. But the moon expert receiving these reports will "hear" them with scepticism, or enthusiasm, depending upon how well they fit his own involvement in moon study. In this manner, the adult learner involved in the study of a particular body of knowledge will receive what the teacher of adults presents, at the level of his own involvement with the information.

Case study in communication.

In the morning when Mr. A enters his office he reads his incoming mail (written communication). In sorting his mail he encounters a number of pamphlets which are designed to describe the merits of various business machines (pictorial communication). Through the open window the faint noise of a radio is heard, as the voice of an announcer clearly praises the quality of a brand of tooth-paste (spoken communication).

When his secretary enters the room she gives him a cheerful "good morning," which he acknowledges with a friendly nod of his head (gestural communication) while he continues with his conversation on the telephone (spoken communication) with a business associate. Later in the morning he dictates a number of letters to his secretary, then he holds a committee meeting (group communication) where he gathers the advice of his associates. In this meeting a number of new governmental regulations (mass communication) and their effect upon the policies of the firm are discussed. Later in the meeting a resolution to the employees of the firm concerning the annual bonus (mass and group communication) is considered.

After the committee has adjourned, Mr. A, engaged in thoughts concerning unfinished business (communication with self), slowly crosses the street to his restaurant for lunch. On the way he sees his friend Mr. B, who in a great hurry enters the same luncheon place (communication through action), and Mr. A decides to sit by himself rather than to join his friend, who will probably gulp down his coffee and hurry on (communication with self). While waiting, Mr. A studies the menu (communication through printed word) but the odor of a juicy steak deflects his gaze (chemical communication); it is so appetizing that he orders one himself.

After lunch he decides to buy a pair of gloves. He enters a men's store and with the tips of his fingers carefully examines the various qualities of leather (communication through touch). After leisurely concluding the purchase, he decides to take the afternoon off and escort his son on a promised trip to the zoo. On the way there, John, watching his father drive through the streets, asks him why he always stops at a red light and why he does not stop at a green light (communication by visual symbol). As they approach the zoo, an ambulance screams down the street, and Mr. A pulls over to the side of the road and stops (communication by sound). As they sit there he explains to his son that the church across the street is the oldest in the state, built many years ago, and is still standing as a landmark in the community (communication through material culture).

After paying admission to the zoo (communication through action), they leisurely stroll over to visit the elephants. Here John laughs at the antics of an elephant who sprays water through his trunk at one of the spectators (communication through action), sending him into near flight. Later on in the afternoon Mr. A yields to the

pressure of his son, and they enter a movie house to see a cartoon (communication through pictures). Arriving home, Mr. A dresses in order to attend a formal dinner and theater performance (communication through the arts) (Ruesch and Bateson, 1951, cited in Berlo, 1960, pp. 2-3).

Learning Experiences

1. The teacher of adults will observe interactions in the teaching-learning setting and classify them as (1) information dispensed, or (2) communication--message sent, message received.

2. The teacher of adults will use feedback from the sender to see if the message sent is the same as the message received.

3. The teacher of adults will enumerate instances where learner expectations were (1) different from, and (2) comparable to teacher expectations.

4. The teacher of adults will design a case study in teaching and learning illustrating the same concepts presented in the case of Mr. A.

Evaluation

Evaluation of the communication process may be accomplished by using the following guide in observing the learner, the teacher, and the interaction between the two.

1. Is the learner listening?
2. What verbal, and non-verbal clues does the learner give?
3. Is the learner asking the teacher to repeat?
4. Is the learner asking the teacher to illustrate?
5. Is the learner asking the teacher to clarify?

6. Is the learner repeating what he has heard to see if he is getting it right?

7. Does the learner seem to understand?

8. Is the teacher being clear?

9. Does the teacher take time to clarify?

10. Is the teacher using words and terms that are understood?

11. Is the teacher being direct and to the point?

12. Is the teacher checking to see what the other person has heard?

13. What non-verbal clues is the teacher giving?

14. Are the teacher and the learner really following each other?

15. Are the teacher and the learner really listening?

16. Are they maintaining the continuity or jumping from one thing to another?

17. What kinds of non-verbal clues are being communicated?

18. Are they checking for understanding?

19. Are they doing the job of clarifying the problem statements as asked?

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Verbal Communication

Significance of Verbal Communication

Adult learning is largely a result of the teacher's behavior in reinforcing adult learner responses, initiating and guiding learner activities, and encouraging learner involvement in the learning process. Studies of teaching behavior (affective behavior) are beginning to analyze patterns of verbal and non-verbal teacher-learner interactions.

Interaction analysis is a method to help persons directly concerned with the teaching-learning process to understand more fully the importance of the behavioral patterns of the teacher.

By studying his own behavioral patterns in some systematic, objective manner, the teacher of adults may gain further insight into his own pattern of influencing the teaching-learning process.

Behavioral Objective

The adult teacher will evaluate his own verbal behavioral patterns by analyzing the interactions in the teaching-learning setting.

Suggested Areas to Study

The Flanders system of interaction analysis focuses on the verbal behavior between the teacher and his students. All verbal statements are categorized in three areas: (1) teacher talk--indirect influence and direct influence, (2) student talk, and (3) silence or confusion. Ten categories of interaction are used when gathering data for analysis (Amidon, 1969).

Teacher talk, indirect influence.

1. Accepting feelings: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may

be positive or negative. Predicting or recalling feelings is included.

2. Praising or encouraging: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included.
3. Accepting ideas: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to Category 5.

Teacher talk, direct influence.

4. Asking questions: asking a question about content or procedure with the intent that a student answer.
5. Lecturing: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
6. Giving directions: directions, commands, or orders with which a student is expected to comply.
7. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.

Student talk.

8. Responding: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
9. Initiating: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

Silence or confusion.

10. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer (p. 21).

Learning Experiences

1. The adult teacher is asked to systematically assemble and analyze data collected by observing the teacher-learner interactions in one or more classrooms.

2. The adult teacher uses the interaction analysis as a method of analyzing audio or video tape recordings of his own teaching.

3. Have the adult teacher differentiate through role play expressions of various behavioral patterns.

Evaluation

To obtain evidence of the adult teacher behavioral pattern improvement, collect interaction data over a period of time. Compare the various sets of data for the ten categories of interaction. Learner evaluations should be obtained to provide qualitative information (effective versus ineffective) concerning teacher performance in relation to the interaction data.

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Nonverbal Communication

Significance of Nonverbal Communication

Adult teachers communicate with students through nonverbal behavior more than they realize. Through nonverbal cues attitudes, feelings, and opinions of the teacher are revealed.

Too often teacher-learner discussions are teacher-centered. Teachers talk too much. Through the use of silence and nonverbal cues, learner participation can be increased.

Behavioral Objective

The adult teacher is able to use nonverbal behavior to facilitate learner participation in the learning experience.

Suggested Areas to Study

Nonverbal cues have been identified in four broad categories (Allen and Ryan, 1969): (1) facial cues (a smile, a frown, a serious or quizzical look), (2) body movement (moving toward the learner or adopting some type of "thinker" pose), (3) head movements ("yes" and "no" nods or the cocking of the head), (4) gestures (pointing, motioning to go on or stop).

Nonverbal activities are forms of communication. Galloway (1968) discusses how the use of space in the room, the use of time, teacher travel, and nonverbal control measures affect the learning situation.

Interaction analysis similar to the verbal technique provides an objective way of looking at and classifying nonverbal communication (Galloway, 1968; and Lail, 1968). Figure 5 is a summary of categories for interaction analysis using nonverbal categories.

Summary of Categories for Interaction Analysis Using Nonverbal Categories				
		Verbal ¹ (Flanders)	Nonverbal (Galloway)	
TEACHER TALK	Indirect Influence	1. ACCEPTS FEELING 2. PRAISES OR ENCOURAGES 3. ACCEPTS OR USES IDEAS OF STUDENT 4. ASKS QUESTIONS	Encouraging	Restricting
			1. 2. CONGRUENT: nonverbal cues reinforce and further clarify the credibility of a verbal message. 3. IMPLEMENT: implementation occurs when the teacher actually uses student's idea either by discussing it, reflecting on it, or turning it to the class for consideration. 4. PERSONAL: face-to-face confrontation.	11. 12. INCONGRUENT: contradiction occurs between verbal and nonverbal cues. 13. PERFUNCTORY: perfunctory use occurs when the teacher merely recognizes or acknowledges student's idea by automatically repeating or restating it. 14. IMPERSONAL: avoidance of verbal interchange in which mutual glances are exchanged.
	Direct Influence	5. LECTURES 6. GIVES DIRECTIONS 7. CRITICISMS OR JUSTIFIED AUTHORITY	5. RESPONSIVE: change in teacher's pace or direction of talk in response to student behavior, i.e., bored, disinterested, or inattentive. 6. INVOLVE: students are involved in a clarification or maintenance of learning tasks. 7. FIRM: criticisms which evaluate a situation cleanly and crisply and clarify expectations for the situation.	15. UNRESPONSIVE: inability or unwillingness to alter the pace or direction of lecture disregarding pupil cues. 16. DISMISS: teacher dismisses or controls student behavior. 17. HARSH: criticisms which are hostile, severe, and often denote aggressive or defensive behavior.
			8. & 9. RECEPTIVE: involves attitude of listening and interest, facial involvement, and eye contact.	18. & 19. INATTENTIVE: involves a lack of attending eye contact and teacher travel or movement.
STUDENT TALK		8. STUDENT TALK-RESPONSE 9. STUDENT TALK-INITIATION		
		10. SILENCE OR CONFUSION	10. COMFORT: silences characterized by times of reflection, thought, or work.	20. DISTRESS: instances of embarrassment or tension-filled moments, usually reflecting disorganization and disorientation.

¹ For a complete and detailed discussion of the verbal categories in this summary, see the article in this issue by Edmund J. Amidon on "Interaction Analysis and Teacher Education," pp. 159-67.

Figure 5. Interaction Analysis Using Nonverbal Categories
(Lail, 1968)

Learning Experiences

1. Introduce a provocative question and turn the discussion over to the group and see how long the discussion can be kept going without having to break in with comments.

2. Through a group of observers, video tape analysis, or an interaction analysis point out the nonverbal patterns of communication used and not used by the adult teacher.

Evaluation

To what extent does the adult teacher use nonverbal communication to facilitate learner participation in the learning experience?

Core Readings

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Empathy

Significance of Empathy

Each adult learner is a unique person with distinct feelings, attitudes, and opinions. When the adult teacher's goal is to help the adult learner, empathic methods must be used. When the adult teacher understands the feelings, attitudes, and opinions of the adult learner, channels of communication are opened, understanding is facilitated, and mutual trust and appreciation are established. When empathy is not present, there may be a feeling of disappointment and rejection. When there is very little empathy, self-awareness and self-respect are decreased, and one has the feeling of being more of an object than a person.

Behavioral Objective

The adult teacher is able to use empathic methods which will help him understand the feelings, attitudes, and opinions of the adult learner.

Suggested Areas to Study

Difference between empathy and sympathy. Empathy and sympathy are often confused since both concepts involve our feelings for others. When we sympathize with a person we experience a feeling of compassion. If we empathize with him, we identify with him, but at the same time we need to maintain our own feelings and objectivity. According to Katz (1963), "When we empathize we take on the personality of another person and try out his experiences. We cannot presume, as in sympathizing, that his personality is already a copy of our own (p. 10)."

Empathic process. Theodore Reik uses four conceptual areas for outlining the empathic process (Katz, 1963).

Empathic Understanding Formula

1. Identification	↓	assuming the identity of another
2. Incorporation	↓	introjecting the ego of the other
3. Reverberation	↓	vibrating in the rhythm of the other and one's own rhythm at the same time
4. Detachment	↓	ejecting the ego of the other and withdrawing to analyze and compare.

To be successful, the empathizer must be capable of blending himself with the other person as well as have the ability to withdraw from the situation in order to serve in a helping relationship. The effective empathizer has flexible ego boundaries and is capable of moving from one state of feeling to another. He has a high toleration of anxiety, accepts himself, and can communicate both ideas and feelings.

Learning Experiences

Empathy experiences in a group can be very effective in discovering the attitudes, feelings and opinions of another person. The following techniques provide alternate ways of identifying with another person.

1. Bring a strange person into the group and have the members ask non-directive questions in three areas: determine his interests, determine whom he admires, and determine what he wants to be doing in the next five years. After fifteen to thirty minutes of discussion, have the person leave the room and ask the group what they feel they have determined in the three areas. Write this information down. Bring the person back to the room and ask him to specify his interests, whom he admires, and what he wants to be doing. If the discussion was free and open there should be high agreement between the opinions of the group members and the interviewee.

2. Role playing and role reversals will help to develop interest in empathic behavior.

3. In order to acquire information on empathy, review empirical studies and reports.

4. Practice empathic behavior in a helping (casework, volunteer work, counseling, etc.) or teaching relationship with an individual or group.

Evaluation

Does the adult teacher use empathic methods to identify with and understand the feelings, attitudes, and opinions of the adult learner?

Core Readings

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Leader Behavior

Significance of Leader Behavior

The voluntary nature of most adult and continuing education programs places a burden on the ability of the teacher of adults. If the teacher does poorly the adult learner drops out.

Drop-out rates in adult education programs typically exceed 20 percent. This percentage is even greater when mental drop-outs are considered. Some individuals mentally leave a classroom or a meeting by "tuning out" the teacher.

How to improve educator effectiveness is a frequent topic for training sessions and research. Research contributions at several universities indicate that more effective teachers rate higher on two important dimensions of leader behavior--initiating structure and consideration. Both leader behaviors need to be provided if the teacher is to effectively meet the needs of his learners.

Behavioral Objective

The teacher of adults is able to diagnose teacher-learner situations and determine what leader behaviors are needed.

Suggested Areas to Study

Initiating structure refers to the leader's behavior in endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure. The leader who provides direction or initiates structure through planning, organizing, and control helps to reduce tension and conflict between individuals and groups. This type of a leader behavior is generally associated with greater certainty of direction, higher group productivity, and higher individual performance.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members in the group. There is concern for each individual and his feelings. When the leader shows consideration, there is a positive effect on individual and group satisfaction. Consideration serves to harmonize working relationships and helps to minimize tension, hostility, and non-cooperative relationships.

Combining the two dimensions. When the teacher of adults is able to exhibit high levels of both directive and considerate behavior, adults tend to work harder with a great deal of satisfaction. However, there are specific circumstances in which one kind of behavior should be given more emphasis than the other. Therefore, to be more effective, the teacher should have the ability to diagnose situations and determine the proper mix of initiating structure and consideration.

Learning Experiences

1. Have a group of students evaluate the effectiveness of the adult teacher using Wientge's (1968) instructor rating form.
2. Role-play high levels of either initiating structure or consideration and high levels of both initiating structure and consideration.

Evaluation

The following questions can be used to determine the presence or absence of initiating structure and consideration.

"Initiating Structure"

1. Do you emphasize quality of work?
2. Do you clarify everyone's responsibilities?
3. Are you continually planning to get everything done?

4. Do you offer new approaches to problems?
5. Are you one of the first to get things started?
6. Do you encourage the meeting of deadlines?

"Consideration"

1. Do you find time to listen to others?
2. Do you do little things to make it pleasant to work with you?
3. Do you show interest in others as persons?
4. Do you compliment others for their work?
5. Do you feel that you have an open ear?
6. Do you have others share in making decisions?

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Problem Solving

Significance of Problem Solving

The teacher of adults will always be faced with problems in the teaching-learning setting. They may be problems of greater or lesser degree, yet, because they are personal problems of the learner the teacher of adults must not pass over them. Instead they may be used as a means of maximizing learning.

The value and effectiveness of the problem-solving method in the teaching-learning setting was first introduced by Dewey (1933). A label commonly attached to the problem-solving method is "learning-by-doing." Tyler (1961) suggests that the problem-solving method can add the dimension of "why" to learning-by-doing. Berlyne (1966), Skinner (1966), and Staats (1966) all agreed that thinking is a learned behavior and that it results from conflict stimulus. The implication is that in situations of conflict/problems the learner learns to think through the use of the problem-solving method.

Behavioral Objective

The teacher of adults will be able to use the problem-solving method as one means of maximizing the learning within the teaching-learning setting.

Suggested Areas to Study

It is thought that the teacher of adults may best learn how to effectively use the problem-solving method by using it. Thus, the following "learner situations" are presented. It is thought that small groups of "teachers of adults in training" may work together in designing approaches to the problems presented in the learner situations.

The first-nighters, waiting for class to begin, are non-talkative. The room is a bit tense.

Mrs. B., a housewife, obviously lacks self-confidence and is not participating for fear of making mistakes in front of other students.

As a teacher of an adult class I was unable to help an adult because of a lack of knowledge and skill.

One student has complained that the class is moving too slowly through the lessons. When this criticism was voiced, others seemed to agree. Yet two students obviously cannot keep up with a faster pace.

One adult student tends to monopolize the class by recounting personal experiences.

Many adult students come to class tired after working all day.

A student wanting to drop the class because of inability to handle some problem.

Many people start the class; they come, two or three times and give up. The class dwindles to just a few determined students.

Miss B is fifty years old, nervous, hard of hearing, and, the teacher suspects, unable to learn.

Mr. Z complains in an arithmetic class that he does not want to learn to add--he only wants to know how to figure the number of shingles it takes to shingle a roof. The teacher wants him to learn the fundamentals of arithmetic.

A student is planning to drop out because he scored low on an initial test.

The teacher has made great effort to avoid routinizing the class sessions--through constant use of films, tapes, guest speakers, games, etc. Still, tests reveal that the subject fundamentals are not getting across.

Among other adult students in the class are: a professional man who has recently come to the U. S. from a foreign country but who speaks English well; a retired factory worker (male); a young man who hopes to enter college; a young divorcee, a high school dropout, who has three children and is on welfare; a 30-year-old woman, typist, whose company is sending her to school.

The teacher, by day an elementary school teacher, has done her best in the evening adult class to work patiently through the

textbook, explaining and adding examples. Nevertheless, the class enrollment is decreasing rapidly.

The lesson usually begins with question-and-answer review, then moves through lecture on new material, discussion of the lecture, and written exercises on new material. Consistently, four of the fifteen adult students in the class perform poorly on the written test and do not participate in the oral review or discussion.

Learning Experiences

1. In a small group, the teacher of adults will compare his way of solving the problem with the ways presented by each other group member. A listing of all possible ways of solving the problem will be made. Each way will be analyzed by the group and a vote taken as to which way will be used to solve the problem.
2. The teacher of adults will enumerate his learnings as a result of participating in the problem-solving process. These learnings will be shared with the total group.
3. The teacher of adults will be asked to write a real-life "learner situation" out of his own experience and ask the small group to provide the solution for the problem. The problem and the solution will be presented to the total group.
4. The teacher of adults will be asked to enumerate the advantages and limitations of the problem-solving method in the teaching-learning setting.

Evaluation

1. What skill(s) did each member of the group exhibit showing proficiency in problem-solving?
2. What lack of skill(s) did each group member show in using the problem-solving method? What are suggested ways for improving?

3. What strength(s) and weakness(es) does each member feel that he has in using the problem-solving method? Pick out one of the weaknesses and ask members of the small group to help in overcoming this weakness.

Having participated in an evaluation of themselves and of the group in the use of the problem-solving method, the adult teacher will be asked to evaluate the problem-solving method itself. He may do this by listing the advantages and the limitations. Means (1968) provided an analysis as follows:

Advantages and Values

Problem-solving:

1. Contributes to the development of reflective-thinking, creative expression, critical analysis, and logical reasoning.
2. May be effectively utilized to help solve class problems and meet prevailing group needs.
3. Capitalizes on the natural interest possessed by students in dealing with concerns that are commensurate with their abilities.
4. May provide valuable carry-over benefits with respect to an application to future individual and group problems (p. 22).

Limitations and Problems

Problem-solving:

1. Demands a great deal of teacher effort, preparation time, imagination, and skill in group control.
2. Requires a wise selection of topic, a timely application of content, and a shrewd judgment of human behavior.
3. The actual work in problem-solving may be accomplished by only a few class members unless all students are properly motivated to participate.
4. Problem-solving can sometimes be highly confusing and frustrating unless the procedures are carefully defined and understood (pp. 22-23).

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Abrahamson, J. <u>Working with volunteers</u> . Washington, D. C.: American Education Assoc., 1956.	X						
Allen, D., & Ryan, K. <u>Microteaching</u> . Reading, Mass.: Addison-Wesley, 1969.		X					X
Amidon, E. J. Interaction analysis. <u>Theory Into Practice</u> , 1968, 7(5), 159-167.			X				X
Amidon, E. J. Interaction analysis. In W. R. Hathaway (Project Director), <u>Urban area adult basic education</u> . Report of the USOE Adult Basic Education Workshop, United States International University. San Diego: California Western Campus, 1969.			X				X
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Breathitt, E. T. (Chm.) <u>The people left behind</u> . Report by the President's National Advisory Committee on Rural Poverty. Washington, D. C.: U. S. Government Printing Office, 1967.	X					X	X
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Gage, N. Teachers for the disadvantaged. In M. D. Usdan (Ed.) <u>Desirable behavior of the teacher</u> . Chicago: Follett, 1966. Pp. 4-12.			X				X
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Houle, C. O. <u>Continuing your education</u> . New York: McGraw-Hill, 1964.				X			
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	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
Jensen, G., Liveright, A. A., & Hallenbeck, D. (Eds.) <u>Adult education: Outlines of an emerging field of university study</u> . Chicago: Adult Education Assoc. of the USA, 1964.	X	X	X	X	X	X	X
Johns, I. R. Teacher-student relationships: A report of adult basic education research conducted at the Florida state university. Paper presented at Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, Chicago, March 1969. (Mimeographed)			X				
Johnson, B. W. Human relationships in the concept of education. <u>School and Community</u> , 1968, 54, 24.			X		X		X
Johnstone, J. W. C., & Rivera, R. J. <u>Volunteers for learning</u> . Chicago: Aldine, 1965.	X				X		
Katz, R. L. <u>Empathy its nature and uses</u> . Glencoe, Ill.: Free Press, 1963.							X
Kelley, E. C. The fully functioning self. In A. W. Combs (Chm.), <u>Perceiving, behaving, becoming</u> . Washington, D. C.: National Education Assoc., ASCD Yearbook, 1962. Pp. 9-20.		X	X				X
Kellough, R. D. Perceptions and self-actualization: A goal for education and a theory for teacher training. In <u>Science education</u> . Albany, N. Y.: Science Education, Inc., 1968. P. 47.			X				X
Kempfer, H. <u>Adult education</u> . New York: McGraw-Hill, 1955.	X		X		X		X
Kidd, J. R. <u>How adults learn</u> . New York: Association Press, 1959.	X	X	X	X	X	X	X

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Klausmeier, H. J., & Goodwin, W. <u>Learning and human relations</u> . New York: Harper, 1966.	X	X	X	X	X	X	X
Knowles, M. S. Androgogy, not pedagogy. <u>Adult Leadership</u> , 1968, 16(10), 350-353.	X		X		X		X
Knowles, M. S. (Ed.) <u>Handbook of adult education in the United States</u> . Chicago: Adult Education Assoc. of the USA, 1960.	X	X	X	X	X	X	X
Knowles, M. S. <u>The modern practice of adult education</u> . New York: Association Press, 1970.	X						
Knowles, M. S., & Knowles, H. <u>Introduction to group dynamics</u> . New York: Association Press, 1959.					X		X
Krech, D., Crutchfield, R. S., & Ballachey, E. L. <u>The individual in society: A textbook of social psychology</u> . New York: McGraw-Hill, 1962.	X	X	X	X	X	X	X
Kreitlow, B. W. <u>Educating the adult educator: Part 2. Taxonomy of needed research</u> . Madison: Wisconsin Research and Dev. Center for Cognitive Learning, Univ. of Wisconsin, 1968.	X		X	X			X
Kunz, J. T. The self-concept of the young child as he learns to read. In <u>Claremont reading conference yearbook</u> . Claremont, Calif.: Claremont Univ. Center, 1968. Pp. 114-122.			X				
Lail, S. S. The model in use. <u>Theory Into Practice</u> , 1968, 7(5), 176-180.							X

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	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
Lanning, F. W., & Many, W. A. (Eds.) <u>Basic education for the disadvantaged adult: Theory and practice</u> . Boston: Houghton-Mifflin, 1966.	X			X	X	X	X
Lasswell, T. et al. <u>Introductory readings in sociology</u> . Chicago: Scott Foresman, 1965.					X		
Leeper, R. R. (Ed.) <u>Humanizing education: The person in process</u> . Washington, D. C.: Assoc. for Supervision and Curriculum Development, 1967.			X				X
Lewis, O. <u>The children of Sanchez</u> . New York: Random House, 1961.	X				X	X	
Lewis, O. <u>La vida</u> . New York: Random House, 1968.	X				X	X	
Lowy, L. <u>Adult education and group work</u> . New York: Whiteside, Inc., 1955.	X				X		
Maslow, A. H. A theory of human motivation. <u>Psychological Review</u> , 1943, 50, 370-396.			X				X
Means, R. K. <u>Methodology in education</u> . Columbus, Ohio: Charles E. Merrill, 1968.							X
Miller, H. L. <u>Teaching and learning in adult education</u> . New York: MacMillan, 1964.	X	X	X	X	X	X	X
Miller, M. V. (Ed.) <u>On teaching adults: An anthology</u> . Chicago: Center for the Study of Liberal Education for Adults, 1960.		X	X				X
Minnis, D. L., & Shrable, K. The model in use. <u>Theory Into Practice</u> , 1968, 7(5), 168-171.							X
Mitchell, N. P. (Ed.) Special issue on adult basic education. <u>Adult Leadership</u> , 1968, 17 (2).	X	X	X		X		X

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Modsen, W. <u>The Mexican-American of south Texas.</u> New York: Holt, Rinehart and Winston, 1964.					X	X	X
National Association for Public School Adult Education. <u>Counseling and interviewing adult students.</u> Washington, D. C. National Assoc. for Public School Adult Education, 1959.	X	X					
National Association for Public School Adult Education. <u>When you're teaching adults.</u> Washington, D. C.: National Assoc. for Public School Adult Education, 1959.		X	X				
National Association for Public School Adult Education. <u>How adults can learn more - faster.</u> Washington, D. C.: National Assoc. for Public School Adult Education, 1966.	X		X				X
National Education Association. <u>Teacher aides at work.</u> Washington, D. C.: National Education Assoc., 1967.			X				X
National Training Laboratories. <u>National training laboratories trainers handbook.</u> Washington, D. C.: National Education Assoc., 1958.					X		
Oliver, D. W., & Shaver, J.P. <u>Teaching public issues in the high school.</u> Boston: Houghton-Mifflin, 1966.							X
Olmsted, D. <u>Social groups, roles and leadership.</u> East Lansing: Michigan State Univ., 1961.					X		
Ornstein, A. C. <u>Teaching the disadvantaged.</u> <u>The Educational Forum</u> , 1967, 31(2), 215-224.	X	X	X				
Passow, A. H., Goldberg, M., & Tannenbaum, A. J. <u>Education of the disadvantaged.</u> New York: Holt, Rinehart and Winston, 1967.	X				X		

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	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
Pattison, R. M., & Payne, J. C. <u>Evaluation tools for adult education</u> . Chicago: Follett, 1968.				X			X
Pearce, F. C. <u>Characteristics of teachers and methodology in adult education (basis)</u> . Modesto, California: Modesto Junior College, 1966.		X	X				X
Pfannstiel, D. C., & Hunter, S. M. <u>Extending cooperative extension education to Mexican-American families</u> . College Station: Texas Ag. Extension Service, 1968.	X				X	X	
Pine, G. J., & Horne, P. J. <u>Principles and conditions for learning in adult education</u> . <u>Adult Leadership</u> , 1969, 18(4), 108-111.				X			
<u>Proceedings of the adult basic education pre-institute seminar, Wayne state university, Detroit, Michigan</u> . Prepared under grant no. OEG2-061894-1894, for Adult Education Branch, Div. of Adult Education, U. S. Office of Education. Washington, D. C.: National University Extension Assoc., 1967.	X	X		X			
Reissman, F. <u>Helping the disadvantaged pupil to learn more easily</u> . Englewood Cliffs, N. J.: Prentice-Hall, 1966.	X		X		X		
Richardson, S. <u>The teacher's influence upon the learner's self-concept</u> . In <u>Claremont reading conference yearbook</u> . Claremont, Calif.: Claremont University Center, 1968. Pp. 108-113.		X	X				
Rogers, C. R. <u>Freedom to learn</u> . Columbus, Ohio: Charles E. Merrill, 1969.		X	X				X
Rosenthal, R., & Jacobson, L. <u>Pygmalion in the classroom</u> . New York: Holt, Rinehart and Winston, 1968.		X	X				

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	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
Rosenthal, R., & Jacobson, L. Teacher expectations for the disadvantaged. <u>Scientific American</u> , 1968, 218(4).		X	X				X
Ruesch, J., & Bateson, G. <u>Communication</u> . New York: W. W. Norton and Co., 1951. Cited by D. Berlo, <u>The process of communication</u> . New York: Holt, Rinehart and Winston, 1960. Pp. 2-3.							X
Ryans, D. G. <u>Characteristics of teachers: Their description, comparison, and appraisal</u> . Washington, D. C.: American Council on Education, 1960.		X					
Sanders, N. M. <u>Classroom questions: What kinds?</u> New York: Harper and Row, 1966.							X
Sayles, L. R., & Strauss, G. <u>Human behavior and organizations</u> . Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.					X		
Seaman, D. F. & Kohler, E. T. <u>Behavioral skills for adult basic education</u> . State College: Mississippi State Univ., 1969.	X			X			
Shapiro, J. G., Foster, C. P., & Powell, T. Facial and bodily cues of genuineness, empathy, and warmth. <u>Journal of Clinical Psychology</u> , 1968, 24(2), 233-236.							X
Shipley, C. M., Cann, M. M., Hildebrand, J., & Mitchell, G. T. <u>A synthesis of teaching methods</u> . (2nd ed.) Toronto: McGraw-Hill Co. of Canada Ltd., 1968.		X					
Shoffner, S. M. Self concept: Its role in breaking the poverty cycle. <u>Agricultural Science Review</u> , 1969, 3, 23-29.	X				X		X

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Shostrom, E. L. <u>Man, the manipulator</u> . Nashville, Tenn.: Abingdon Press, 1967.		X	X				X
Skinner, B. F. An operant analysis of problem-solving. In B. Kleinmuntz (Ed.), <u>Problem-solving: Research, method, and theory</u> . New York: John Wiley, 1966. Pp. 225-257.							X
Smith, R., Kidd, R. J., & Aker, G. <u>Handbook of adult education in the United States</u> . Chicago: Adult Education Assoc. of the USA, 1970.				X			
Staats, A. W. An integrated-functional learning approach to complex human behavior. In B. Kleinmuntz (Ed.), <u>Problem-solving: Research, method, and theory</u> . New York: John Wiley, 1966. Pp. 259-339.							X
Stanis, V. Individual study as a learning design in adult education graduate programs. Tallahassee: Florida State Univ., 1969. (Mimeographed)							X
Stenzel, A. K., & Feeney, H. M. <u>Volunteer training and development, a manual for community groups</u> . New York: Seabury Press, 1968.	X				X		
Stogdill, R. M., & Coons, A. E. <u>Leader behavior: Its description and measurement</u> . Columbus: Bureau of Business Research, Ohio State Univ., 1957.			X				X
Strauss, G., & Sayles, L. R. <u>Personnel: The human problems of management</u> . Englewood Cliffs, N. J.: Prentice-Hall, 1960.					X		X
Stuerzebecher, R. E. Adult educator leadership dimensions, consideration and initiating structure in the classroom. Unpublished master's thesis. Ft. Collins: Colorado State U., 1968.							X

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	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
Tracy, N. H. (Ed.) <u>The high school journal: Research on teaching and microteaching</u> , 1967, 51(2). Chapel Hill, N. C.: Univ. of North Carolina Press, 1967.							X
Tugliuri, R., & Litwin, G. <u>Organizational climate</u> . Boston: Harvard Univ., 1968.			X		X		
Tyler, R. W. <u>Basic principles of curriculum and instruction</u> . Chicago: Univ. of Chicago Press, 1950.	X	X	X	X	X	X	X
Ulmer, C. <u>Teaching the disadvantaged adult</u> . R. A. Luke (Ed.) Washington, D. C.: National Assoc. for Public School Adult Education, 1969.	X	X		X			
Urban area adult basic education. Report of USOE Workshop in Adult Basic Education, United States International University. San Diego: California Western Campus, 1969.	X	X	X	X	X	X	X
Vontress, C. E., & Thomas, H. A. <u>Counseling adults</u> . <u>Adult Leadership</u> , 1968, 17(6), 279-281.							X
Wallace, M. C. <u>Literacy instructor's handbook</u> . Chicago: Follett, 1965.							X
Wientge, K. M. <u>Adult teacher self-improvement through evaluation by students</u> . <u>Adult Education</u> , 1968, 18(2), 94-100.		X					X
Warren, V. B. <u>A treasury of techniques for teaching adults</u> . Washington, D. C.: National Assoc. for Public School Adult Education, 1968.		X	X		X		X
Watson, E. R. <u>Interpersonal changes through immediate feedback approaches</u> . <u>Adult Education</u> , 1969, 251.			X		X		X

READINGS

	Adult Learner	Teacher of Adults	Learner-Teacher Behavior	Subject Matter	Group Characteristics	Outside Forces	Behavioral Patterns
White, W. E. <u>Psychosocial principles applied to classroom teaching</u> . New York: McGraw-Hill, 1969.	X	X	X	X	X	X	X
Zaleznik, A., & Moment, D. <u>The dynamics of interpersonal behavior</u> . New York: John Wiley, 1964.			X				X

APPENDICES

APPENDICES TABLE OF CONTENTS

APPENDIX	Page
A. MORE EFFECTIVE TEACHING.	79
B. TECHNIQUES	105
Getting Acquainted	106
Understandings	108
2-5-8 Technique.	110
Handling Learner Situations.	112
C. STUDENT PROJECTS	114
Learning How to Learn.	115
Planning for Learning with Adults.	118
An Improved Self-Concept	121
D. UNPUBLISHED PAPERS	131
Teaching Adult Illiterates	132
Role of the University in In-Service Teacher	142
Training with Special Reference to Adult Basic Education	

APPENDIX A
MORE EFFECTIVE TEACHING

More Effective Teaching

The effective teacher of adults has been called a "super teacher." The "super teacher" is able to exhibit such behavioral patterns as patience, flexibility, sensitivity, understanding, creativity, perception, trust, warmth, acceptance, humor, enthusiasm, firmness, and other characteristics which seem to make a difference.

Empirical evidence on various behavioral patterns needed by teachers of adults is limited; however, there is some useful information in the form of case situations, techniques, and ideas which seem to contribute to more effective teaching.

The following is a list of teacher behavior information which can be used to: (1) resolve teacher-learner problem situations, (2) design learning experiences, and (3) help in the evaluation of teacher performance. It is suggested that this information be reorganized in a way which will be useful to each teacher of adults (see Figure 6).

Situations With the Learner	Teacher Behavior	Concept or Area
Adults have a tendency to underestimate their own ability: they see themselves as being unable to accomplish certain tasks.	It takes much patience and understanding on the part of the teacher of adults to help the adult learner overcome these blocks to learning (Lanning and Many, 1969, p. 88).	Concept of Self
When adult is more knowledgeable about a subject than the educator.	The instructor will have to adapt himself to a different role than the conventional one of master and pupil. The teacher will still be in control of the learning activity, but for a teacher to be effective in this type of situation, he must be a secure and imaginative teacher (Lanning and Many, 1969, p. 89).	Specialized Interest
The adults in class want to discuss a problem in the community.	The instructor may find that materials prepared for a given class are no longer appropriate when he arrives. He must be able to throw out one idea and substitute another in its place. Moreover, he should be able to do this with ease and very little hesitation (Pearce, 1966, p. 6).	Flexibility

Figure 6. Teacher Behavior in Relation to Adult Learning

Adult basic education: A guide for teacher trainers. Washington, D. C.: National Association for Public School Adult Education, July 1966.

The teacher needs to know the fear, sense when things are too much for the students, and ease up on them. At the same time, he constantly needs to expect more of them and to push them GENTLY on to doing more . . . using the things they have learned. Expect them to do this (p. 16).

The teacher needs to be able to think of new approaches . . . go at the same lesson a bit differently (p. 16).

The teacher needs to be able to see practical application, short-range tricks, so the students can learn something quickly and see their success, along with long-range work, so that something is always growing and building up (p. 16).

The teacher should be able to instill in the students AWARENESS of the world around them . . . all the interesting things they don't know but could learn about, and he should recognize that he will not teach them all they need. Students need to learn to teach themselves . . . learn how to do things, want to do them and graduate from the teacher's loving care into responsibility for their own learning (pp. 16-17).

The teacher should be free to have a 'hot spur of the moment' inspiration and time to try it. If what is planned is not quite right, drop it, adapt it, or forget it (p. 17).

The teacher should allow each student to set his own pace in approaching classroom tasks. One way to do this is to offer a principal task or assignment, then suggest other activities which can either be done instead of, or in addition to, the principal assignment (p. 5).

If the learning process is to be a living (e.g., active) process, it is imperative that the teacher recognize the existence of individual differences among students. No two people learn at the same rate. One student's experience and background in a particular subject, for instance, may vary from a few weeks to many years in scope from that of another student. The teacher who recognizes these differences and plans his teaching accordingly will help each student approach maximum learning within his own capabilities (p. 10).

One way of allowing for individual differences in a group is: a semi-independent activity which allows a student some time to work alone, and permits more individual instruction from the teacher. Under this plan the students meet as a group most of the time, but for a part of each class or of occasional classes they carry on alone or as parts of small groups. The teacher then gives help to individuals or small groups as the need arises. Students who might hesitate to ask questions before the entire group often will feel

free to ask them privately or in front of a small group. Also, since students will interpret information differently, questions handled individually can be answered more effectively and will not take up the time of the class (p. 11).

When standards of student achievement set arbitrarily by the teacher are too demanding on the students, they feel anxious because they cannot live up to them. It is therefore essential for the students to work with the teacher in deciding what can realistically be achieved by the group and by its various members (p. 4).

New Jersey State Department of Education. The teaching of adults.
Trenton, N. J.: The Bureau of Adult Education, Division of Vocational Education, New Jersey Department of Education, undated.

In adult education the curriculum is built around the students' needs and interests. Texts and teachers play a secondary role in this type of education. They must give way to the primary importance of the learner (p. 1).

There is a difference between teaching the adult and teaching the child This . . . is unusually difficult for the traditionally-trained teacher of children to understand--and accept. Many of them feel that a teacher is a teacher, irrespective of the age or learning characteristics of the student. This is a false assumption (p. 7).

The voluntary nature of adult attendance creates a teacher responsibility unparalleled in any other avenue of educational endeavor. In simple essence, the teacher in adult education must be so consistently competent, day after day, that the student will remain in school of his volition. Holding power becomes the constant criterion of success (p. 8).

Lorge agreed with Thorndike that age, itself, does not affect the adult's mental ability to learn or think but that his learning performance may be reduced by physical deterioration and the slowing down of his speed and sensory acuity. He added that 'adults learn much less than they might because of their own anxieties that their learning behavior will bring unfavorable criticism and because of their own self-underestimation of their power and wisdom.' The teacher of adults, then, may proceed with the assurance that his students have the ability to learn at any age (p. 9).

The child may be subjected to what the teacher wants him to have /from the educational repertoire/. The adult must be taught what he came to learn (p. 10).

A genuine interest in the student as a human being is, perhaps, the crowning asset of the teacher in this field (p. 10).

The adult student has lived. In the process of living he has acquired a fund of knowledge that the child doesn't have. He brings this knowledge to the classroom. Usually, it is an asset to the learning process It is, of course, an ally of untold value to the teacher (pp. 10-11).

The experience of living can also create negative values. It can establish attitudes and patterns of thinking that impair constructive education. They may be warped and biased, resistant to change. The teacher must find ways to overcome these hurdles before sound instruction can take place (p. 11).

Motivation is probably the greatest single factor in the learning process. Fortunately, it is the one commodity that the adult student has in greatest abundance. It is the driving force that brings him back to school, often in the face of embarrassing psychological hurdles. This high tide of motivation which impels the adult learner to seek further education is the teacher's greatest ally (p. 13).

The teacher in adult education is the beneficiary of what is, perhaps, the highest level of motivation to be found in any realm of education. He is aided by the fact that certain types of subject matter become more meaningful with maturity (p. 13).

The teacher's role is that of aiding the student in the eternal process of becoming something better. It is relatively unimportant that this process occurs at a faster, or slower, pace than those of his fellow-men. The important thing is that it does occur. The only yardstick that carries real validity is one that measures the student's stature 'before' and 'after'--before he entered the class and after he left it (p. 17).

The wise teacher is sensitive to the impact of daily living on the behavior of the adult student. A liberal supply of understanding and patience is the best solution to the instructional problem it poses. On those days when the teacher is battling for the thought and attention of the student, and losing the battle to a host of personal distractions, he makes the necessary allowance, knowing that another day will come when the mind of the learner is problem-free and effective teaching can be done (p. 19).

The adult does not come to class to be a spectator. He wants activity and participation in what is going on. This is a credit item in the teacher's bookkeeping ledger. We learn best by participation. A class of adults is a social experience. Participating in any form of class activity enriches the social increment. When the whole class embarks on a joint enterprise, group unity is created and the values of democratic teaching emerge. The rapport between learner and learner, and between learner and teacher, is strengthened (p. 19).

Many adults have been away from school for years. They are out of the study habit. Reaction speed and sensory acuity have deteriorated. Reading may be difficult, the attention span shorter. The mere act of writing can be a challenge to some. The hands that have been gripping a pick or shovel for years do not handle a pen or pencil with the same dexterity (p. 20).

Most adults have little time for home work. Assignments may be misunderstood because the instructions were couched in terms that were strange and new. The continuity of the learning process may be interrupted by unavoidable absences from class (p. 20).

Teachers cannot be expected to become physicians, of course, but there are some things that can be done to minimize the affects of the physical handicaps of the adult student. Those with hearing and sight defects should be seated near the front of the classroom. All matter placed on the chalkboard should be written clearly and a little larger than usual. The teacher should develop the habit of speaking distinctly and, as long as it isn't disturbing to the others, a little more loudly to those with faulty hearing. Assignments should always be made slowly and with painstaking clarity. Whenever possible, classes for older persons should be held on the ground or first floor of the building, thus minimizing the ordeal of climbing stairs for those with arthritic and other muscular ailments (p. 21).

There is one form of cruelty that is indigenous to the world of adult education. It is the horrendous spectacle, frequently seen, of compelling a 215 pound man to telescope himself into one of the seats in the third grade room of the elementary school. No appreciable education was ever accomplished under such conditions. If at all possible, every class in adult education should be held in a room equipped with seats that are comfortable--and large enough for adults. Moveable chairs, in preference to seats that are fastened to the floor, are always advisable (pp. 21-22).

A class in adult education can become a miniature democracy in action. To achieve this, the teacher must regard himself as one of the group, not its dictator. The primary task is to lead, not to drive. The best teaching is done by example rather than by precept or preachment. The teacher in this field who says, 'Do as I say, not as I do,' is destined for failure (p. 23).

The good teacher of adults is a learner He must continue to learn more about how to teach and more of what to teach. He must continue to learn more about his students. Indeed, it goes beyond the boundaries of classroom competency. He must continue to familiarize himself with the great social problems of our time, both at home and abroad. The mantle of leadership in this field imposes a responsibility to become, and continue to be, an alert, informed and participating citizen (p. 24).

In conventional education the curriculum is usually handed down from 'on high,' prepared by people who think they know what is best for the students. This practice must be revised in adult education. One of the things we really know about teaching adults is the fact that the subject matter must be related to their needs and interests. What better way exists than to ascertain these needs and interests from the lips of those who are to be served? Teacher-student planning of the curriculum, then, insures that the classwork will be tailored to the student's needs. Moreover, it gives him a sense of having participated in a democratic educational enterprise (p. 24).

The wise teacher in this field strives to create an attractive social climate in his classroom. He greets his students, especially on the first night, with a handshake and a warm welcome. He introduces them to each other. He assumes the role of a good host (p. 25).

Adults do not come to school for education alone. They come, in many instances, to escape the drab routine of home and work responsibility, to follow new interests and to meet new people. The perceptive teacher will recognize this and behave accordingly. No other facet of education presents a more inviting opportunity to make learning a pleasure than the field of adult education (p. 26).

The teacher who beats his class to the exit at the close of the class, who cannot identify with the problems of the people who come to him, who lacks the warm camaraderie that inspires genuine learning, will soon find himself delivering a soliloquy to an empty room (p. 27).

The good teacher of adults wears a multiple mantle. He is a leader, guidance counsellor and compassionate peer. This does not mean that he must play wet nurse to his students in all their troubles. It does mean, however, that he must become, in some measure, a sounding board for their problems, some of which may not be directly related to education. It often calls for some extracurricular activity that may not fit the traditional job descriptions of the teaching profession. It means, in short, that he must become a leader in the most comprehensive sense of the term (p. 27).

For the teacher of adults there is, in fact, no tomorrow. There is only today. Time permits him no respite from responsibility. His students walk out of the classroom directly into the home, the polling booth and the marketplace. In these exacting arenas the quality of his leadership is tested in the crucible of contemporary living. Adult education shortens the drive-shaft between education and execution, between learning and life (pp. 27-28).

Summer Sign Institute. A report of the institute for the preparation of teachers of manual communication and structuring programs for the deaf in adult education. Northridge, Calif.: Department of Special and Rehabilitation Education, San Fernando Valley State College, 1969.

What can I do to get through to my students? How can I interest them? I have never tried to interest a student. That is not my business. He is already interested in something, if not in many things. My business is to discover that interest and see that it is turned in the right direction (p. 25).

As for the adult learner, their problems are difficult to keep in place. You /the teacher/ start with a class of 40 and in three weeks it is down to 14. You lose faith in yourself. But do not forget their problems. There is a mother whose child becomes ill. There is the husband who misses class because he cannot get a babysitter. There is the problem of the social commitment. But if you do your best to help them see a purpose in their studies, and if you give them an immediate sense of success and achievement, you are on your way to alleviate the problems (pp. 25-26).

The worst thing you can do in a classroom is to cut somebody down. The second worst thing is to show the student up as a failure. If you write anything on a homework lesson, make it words of praise (p. 26).

Techniques for teachers of adults. Washington, D. C.: National Association for Public School Adult Education, 1966, 1967, 1968, 1970.

That Crucial First Class Meeting

Experienced teachers have told us that the most important thing to remember is that the teacher--new or old--should not attempt to be the focal point of that opening-night event. The students, from the very beginning, should know that there will be a cooperative rather than a "leader-and-led" relationship between the teacher and themselves. Therefore your role--even during this first session--is to involve students in the action. This has two advantages: it immediately establishes the learning climate of the classroom, and it provides you with opportunities to assess your students--how they respond to you, which of them enter the activities enthusiastically and which hold back, and what they hope to get out of the course. Friendliness and informality should be the keynote as you give students opportunities to move freely about the room as adults--rather than sit in stiff rows in front of the teacher. Here are techniques and approaches some teachers have used to make their first class session so pleasant and rewarding that the students are eager to come back for the second class session...and the third...and the fourth...

The first time a new group meets, the students may tend to act stiff and reserved until steps are taken to break the ice. The teacher, in this situation, is like a good host at a party. It is up to him to introduce people and give them opportunities to get acquainted. And it is important, if the group is to learn together, that its members feel friendly and comfortable together.

One teacher found that by simply asking the students to rearrange the seats in a circle, the confusion and good-natured jostling around soon changed into an informal and friendly atmosphere.

A crafts teacher can give students an immediate opportunity to "get their hands in" by making or starting a simple object.

Another teacher reports that as the students arrive she greets them at the door, introduces herself, and writes the name of each student on a card. Later, the cards are shuffled and distributed in pairs. The adults in each twosome interview each other. After the interviews, the teacher reports briefly about herself. Her announced qualifications are kept at a minimum; self-glorification is not the purpose. She simply tells something about her family, her hobbies, and other interests. Then, each student introduces his "buddy," telling what he has learned about him during the interview: his family, where he lives, things he likes to do. This free exchange of information, with its informality and friendliness, helps put students at ease and establishes a warm atmosphere in the classroom. Most people find it easier to tell about persons other than themselves.

After these ice-breaking interviews, the teacher proceeds to an actual learning activity--so students will feel that when the class has ended they have accomplished something, moved a step toward their learning goals. Time is allowed for the students to be divided into buzz-groups in which the topic of discussion is: "what I would most like to be able to do as a result of this course." A general discussion of the goals follows.

An Americanization teacher builds student confidence by admitting her own lack of infallibility. She introduces each student by name and country, saying "This is something I must learn--to pronounce each name and country correctly. If I don't do it correctly, will you help me?"

A speech teacher can ask each student to make a short statement telling why he is in the class--and record the statements on tape to be played back before the session ends. Students thus have an opportunity, right away, to hear how they sound to others and understand each others needs.

A first session of a mathematics class can include a practical approach to a particular process. One teacher, in a high school completion class, asked the members of the group to suggest some problems they had recently come up against in math. Learning to "solve" a few of these problems constituted the first session.

To ease student fears, one teacher assures them during the first class session that he will never call upon specific individuals for answers to questions...that he will simply pose a question and wait for any student to volunteer an answer. Thus they know that they will not be "put on the spot" in front of the group (May, 1967).

Get Started Right

The first adult class session is of strategic importance. It can be a pleasant, satisfying experience or it can be an indication of unpleasant things to come. Your first class sets the pattern of class progress for the year and affects the quality of work done by the students. Its tone determines whether the group will grow in size and cohesiveness or will disintegrate as students gradually drift away.

Here are four proven techniques to insure success of the first meeting:

1. Be in your room before the class arrives to greet the first student. Play the role of host, being friendly and congenial, so that every adult feels welcome.
2. Be sure your room is neat, clean, and colorful. Make it as attractive as possible so these "back-to-school" adults will feel more comfortable. Arrange the furniture to help sociability. It is better when adults can see faces rather than the backs of heads.

3. Create a warm social situation by having everyone get to know each other as soon as possible. Lead off a round of introductions by stating your own name and giving some brief background information about yourself. Or, have each student jot down a few facts about himself and exchange the note with his neighbor. Introductions are then made by the "neighbors" who present one another to the group.
4. Get the learning processes under way efficiently by explaining the general and specific goals of the course. Make your course plan tentative and allow plenty of opportunity for discussion of the plan. Adults like to know where the group is going, how it plans to get there and how long the trip will take. And they like to make suggestions for additions or changes on this route that meet their specific needs and interests. As they make these meaningful changes, the teacher and students can work together in tailor making a course satisfying to both (Special Issue).

Teaching a Lesson at the Opening Session

The first lesson should be eminently practical. It should provide the students with a new skill or a new piece of usable knowledge. To them, this first experience of actual learning indicates what your entire course will be like. If, during the first session, they feel they have learned something they can use they will come back for more. It does not have to be a long, elaborate lesson. It can be as simple as learning where to place their fingers on the typewriter keyboard, or reviewing the primary and complementary colors in an art class. The learning experience should have immediate usefulness.

The use of a language-experience theme is an excellent way to start the learning process in an adult basic education class. The group discusses a topic, such as Why We Came to Class, or, Plans for Next Class, or any other topic of common interest to the group. As the students make statements on this topic, they are written on the chalkboard by the teacher or a student. Later, the material from the chalkboard is copied, duplicated, and distributed to the class. This theme can be used for later work.

Some teachers have found that lessons in handwriting can easily be developed during the first session, and can also be used to give a rough estimate of grade level. Students at the lower levels quickly learn that letters are formed from straight lines, circles, and curves. The overhead projector is used very effectively in teaching this skill. Students enjoy a real feeling of achievement as they write their own names.

Some school systems are experimenting increasingly with the idea of combining registration with the first class meeting. This provides an ideal opportunity for a relaxed social atmosphere, which many times is one of the most important conditions for establishing an effective learning situation. In cooperation with the school administrator, an advisory committee can help the teacher organize and publicize the event, and help greet the students when they arrive. It is always a good idea to have as many community members as possible take part

in planning, transporting students who need that service, and preparing the refreshments.

During the first hour the refreshments are served, as the teacher and members of the committee circulate among the students, speaking with each individual, and perhaps getting a general idea of why each person is there, what he hopes to get out of the course, and how much work experience, training, background and knowledge he brings to it.

The second half of the session is used for registration. A simple form should be used, but the process should be more than merely securing the names and addresses of those present. Here, too, the teacher shows his interest and his concern for the individual enrollees. If it happens to be a class in adult basic education, the teacher helps where needed, and completes the form for those who are unable to read and write. Thus, in an informal way, the teacher can secure some indication of the students' levels of ability in reading, writing; spelling, and following simple directions. The forms are, of course, studied carefully when future class sessions and student grouping are being planned (December 1967).

Teachers of adults are faced with the dropout problem more often than teachers at any other level of education. The reason is obvious: They do not have a captive audience. Here are some additional holding techniques they have found to be successful:

Stimulate the formation of friendships among the students; they'll become acquainted when they introduce themselves, describe the kind of work they do, and why they are in class. When friendships are formed, the class develops a feeling of warmth and loyalty that brings students back.

At the end of each class session give them a reason to return by telling them what's going to happen next time--a guest speaker, a film, or other coming attraction. You may even want to outline interesting events you've planned for the entire course to keep them coming back for more.

Whenever possible, give the students some pertinent material to take home and read or do. This would not be homework, but a kind of fringe benefit: A photo copy of a magazine article on the subject or problem they've been studying; free folders or brochures distributed by a company, association, or government agency; a puzzle or quiz to challenge their thinking (perhaps one they can share with the whole family).

Make sure that every class session gives each student a feeling of accomplishment. It may be as simple as learning one new French phrase or successfully working out a problem in long division. That feeling of personal achievement is a heady brew that will keep them coming back for more.

In the last analysis, a person stays in an adult class--unless he is sick, moves from the area, or other unavoidable eventualities--if that class meets his needs. His needs may be intellectual, vocational, or emotional: He may be in class to learn more about American history, to learn how to be an auto mechanic, or to meet people and make friends. It is up to the teacher to diagnose each student's need, then try to meet that need.

Adult educators in Hillsborough County, Fla., studied the adult student dropout problem in their area and developed the following suggestions for teachers:

Treat students as adults and as peers; this can be done without damaging the student-teacher relationship.

Telephone students who are absent; show a genuine interest in their reasons for missing the class session. Explain the importance of regular attendance.

Send cards to your students when they are ill.

Review what happened in the previous class at the beginning of each class period. This encourages absentees to return by easing their fear that they have fallen behind the rest of the class (January, 1967).

When a dropout enrolls in an adult education class he will stay only if the teacher appreciates his individuality, understands his unique problems and interests, and gives him opportunities to do and not merely listen (December, 1967).

Classes for adults must show tangible evidence of providing students with immediate rewards. Ideally, the adult student should get from each class session some knowledge or skill that he can put to practical use immediately, or that he can "take home" and apply to everyday life.

In a bookkeeping class, for example, a homemaker would benefit immediately from learning how to organize her household receipts and bills most efficiently for tax purposes.

In an auto repair class, students feel that they've learned something practical in a first class session if they are shown what to check for when their car stalls.

In a homemaking class, the teacher could present the students with "Practical ways to get more food for your budget dollar this weekend," ...with a request that students report the following week how well these methods worked.

In a distributive education class, the teacher could point out (and ask the students to suggest) some characteristics of good and bad

salesmanship. He could then ask students to watch for and report any such characteristics they notice during their weekend shopping.

In typing or shorthand classes, the students will receive an immediate feeling of accomplishment if they are given, as soon as possible, the opportunity to type or take down in shorthand words or phrases of interest to them. Typing students will enjoy typing letters to their friends, typing family budgets, grocery lists.

Adult students come to class with a background of knowledge which can often help the entire group. This is particularly true of students who are taking brush-up courses to improve a particular job skill. The teacher should give these students opportunities to share their experiences and know-how with their classmates. Some ways of doing this are: encouraging group discussions of more efficient ways of doing things; asking students to describe or (if they are shy) to share in small "buzz groups" efficient techniques they have seen or used themselves.

Typing students may have observed, while working in an office, such tricks of the trade as an efficient method for making multiple carbons. If this is so, the information should be made available to all the students.

Students in homemaking classes often can contribute cooking, sewing, and other home management short-cuts they have used, or seen used in their homes.

Students in food services classes who are already working in restaurants can describe some successful procedures used in their jobs...as well as methods which seem to them unnecessarily time-consuming or wasteful.

Students in consumer education classes, during group discussions, will frequently describe personal experiences that show the dangers of too much installment buying, or of buying a product without finding out whether it will shrink, or whether it carries a written guarantee. Such real-life experiences will be more convincing to the other students than the same admonishments published in a textbook (May, 1966).

The Teacher-Student Conference

Most teachers find themselves, from time to time, a partner in informal conferences with their students. Whether or not the adult school has access to a specialized guidance and counseling service, the teacher is a key person in helping the adult students achieve their goals. In order to do this, it is necessary to know the attitudes and personality characteristics that affect the learning process of each student.

Every member of your class should have an opportunity to discuss the reasons he enrolled, what he expects to get out of the learning situation, and to set and achieve new goals as he progresses. Some students will come to you with questions...seeking you out for a personal conference. Others--often those who need guidance the most--may be too shy to ask for help. The following clues can tip you off to students who may need--but are shy or fearful of asking for--an informal conference with you:

Students who skip class frequently

Students who seem disinterested in class activities

Students who appear worried, distracted (personal problems may be troubling them)

Students who withdraw from the rest of the class, are reluctant to join in group activities.

The teacher's unique and central role in guidance arises from the fact that guidance is good teaching. To keep the teaching and guidance processes related, ask yourself several basic questions:

Why is each individual student in this classroom?

What are his educational, vocational, social, and emotional needs?

What will he do with this educational opportunity?

What are his past experiences: educationally, occupationally, as a family member, and in community activities?

What can this class do to meet his needs?

How can the curriculum be adapted to his needs?

Often student problems will require more experienced and/or professional handling than the teacher can provide. When this happens, the student should be referred to the regular counseling services of your school.

Many individuals are so absorbed with self and so involved in telling, that they have virtually lost--or never learned--the art of listening. As evidence, witness the competition for the floor in any conversational situation. The student seeks out the teacher for an individual conference because he has something to say. He does not want the teacher to do all or most of the talking.

A particularly effective technique is the restatement of what the student has said. Even though nothing new has been added, the student's statement often assumes new meaning when he hears someone else say it.

Rejection can be communicated by the teacher's behavior as well as by his words. It is, therefore, of extreme importance that the teacher be aware of his own facial expressions, gestures, movements, and even the clearing of his throat. Such behavior, if inappropriately timed, can say to the student just as clearly as words: "I do not accept you and am not genuinely interested in you." The counselor must also be aware of nonverbal clues given him by the student. For example, trembling, fidgeting, twitching, and rigidity are tip-offs to emotional tension and high feeling.

It is all too easy to intimidate and alienate students by using language which is "over their heads." Use of big words may have two unfortunate results: 1) the student feels stupid because he doesn't understand; 2) the teacher does not know that he is not understood, because the student is ashamed to tell him so.

Ask only one question at a time, not two or three in the same breath. Use straight-forward questions. Trick questions may be amusing, but they can stop a conference. Avoid asking questions in which the answer is suggested: "Wouldn't learning more about local history be an interesting hobby?" Yes, for someone, but maybe not for that particular student. Remember, too, that silence can be just as effective as questions in drawing out a student...if the teacher has the ability to feel relaxed and comfortable during a silence.

The quickest and most effective way to destroy a good student-teacher conference is for the teacher to reveal information that was given in confidence. Many bits of information make interesting small talk and gossip. But the teacher is ill advised to repeat confidences because the spoken word--like the proverbial penny--usually returns to its owner and it can never be recalled. (March, 1966).

When you are confronted with a class of twenty, thirty or forty adult students, without the help of auxiliary personnel, programmed teaching aides or computerized instruction, the simplest way to individualize instruction is by dividing the students into small groups. You use, for example, four different approaches which will meet the needs of four groups of five students each.

Adult students do not always enter classrooms with a battery of test results showing their grade levels, interests and aptitudes, mental maturity. Without this information, you can try the following ways of collecting information that will help you group effectively:

The Interest Inventory. You can discover student interests by stimulating class discussion on what each student wants to learn, or by distributing a short questionnaire. During the oral discussion you can make notes indicating each student's level of learning and interest. You can bring out the same kind of data by asking each student to write a short essay or paragraph about what he wants to get out of the class. However, this is not as effective as oral discussion

in revealing student personality and attitudes--shyness, aggressiveness, hostility, apathy, enthusiasm.

Student observation. Which students come to class together? Break into conversation groups? Ask each other for help or support? Avoid each other or are overpowered by each other? As you observe the way students interact with each other you will see, for example, that Marian Shy will never make it in the same group with Joe Loudmouth. You can also ask students to list on paper the names of students they would like to be grouped with (after indicating to them that you cannot guarantee their choices will be possible, but will help you make your decision.

It is generally agreed by educators that individualized instruction--teaching that is custom-tailored to the unique needs and interests of each student--is more likely to motivate students to learn, and also to help them learn more. New knowledge, skills or behavior stay with the student longer when techniques are used that relate directly to him, and involve him actively in the learning process (December, 1967).

As stated by Dr. Miller, it is usually difficult for an adult to see the need for changing attitudes, reorganizing ideas, or acquiring new thought patterns when he is perfectly satisfied with those he already has. Recognizing an inadequacy represents a major threat to the ego and can result in defensiveness and resistance. If a student has reached the adult level and is holding a responsible job without knowing certain information stressed in your course, he may think that what you are teaching is not very significant. A teacher must be prepared for this possibility and must be willing to help the student recognize his own inadequacy and the significance of what is to be learned. On the other had, you may be able to change your course for the better, thanks to your students' observations or resistance (December, 1968).

The most effective use of teacher aides develops when teachers are mature people--secure, unpossessive of their jobs...and emotionally stable. As they move into new ways of administering classrooms, which the aide program promotes, they perceive themselves and their work with new vision, imaginative, creative, and able to handle the anxieties which often accompany change. (1967).

A severe test for any teacher is to ask students to spend the last five or ten minutes of a class hour writing down the most important ideas they have learned in the preceding forty minutes. The results are usually disappointing to both teacher and student. Why? (February, 1968)

Every adult education teacher, whether aware of it or not, is teaching parents. Do you know how many of your students are parents? Have you ever considered adapting your course content to matters of interest to today's parents? It's a sure-fire way to catch and

hold student attention because nothing is of deeper concern to a parent than his child (March 1968).

Many good things happen when you take the trouble to explore the knowledge of your students, and let them help each other learn. You may be thinking, "But I'm the teacher and I'D RATHER DO IT MYSELF!" The fact is that it is up to you to give leadership to the group at all times. Sometimes, however, you give the best leadership by sharing it even as you would have a student share his knowledge with his classmates.

As a teacher, you are certainly aware of the truth of the statement, "I never learned as much about my subject as I did when I started to teach it." If you have some students with some background and knowledge of the subject--either from their job or from previous courses they have taken--it will help them tremendously to try to communicate that knowledge to the rest of the class. They will be forced to organize what they know...to state it simply and clearly ...to answer questions about it.

Adult students often lack confidence in themselves, and in their knowledge and ability. If you give them opportunities to share their skills and know-how with the rest of the class, they gain self-assurance. This self-assurance very often carries over into a greater confidence in their own ability to learn.

When the teacher stands back and lets one or more of his students run the show from time to time, the classroom atmosphere becomes more friendly and easy, less formal and restrained. Learning of the most creative kind takes place in such a climate, when the teacher shares the responsibility for maintaining a creative learning climate (January, 1964).

Subgoals. It is inevitable that many things students practice or study seem to have little relationship to their ultimate goal. It is up to you, the teacher, to help them analyze and consciously think about the relationship of seemingly pointless activities to long-range purposes. Set up subgoals. When each is accomplished, show them how it leads inevitably to accomplishment of their main goals. "The seeking of a long-delayed reward is made possible only by the establishment of subgoals, each of which can be achieved with a much shorter delay," says Laurance F. Shaffer, professor, Dept. of Psychological Foundations and Services, Columbia University.

Participation. The more a student can take active part in the learning situation--as opposed to merely sitting and listening to others--the more likely he is to become and remain interested. Also, as he participates he may find his goals expanding. The man who enrolled to make new friends may find he enjoys the subject for its own sake.

Variety. When the adult student realizes that different, interesting things happen in every class session--he is more likely to stay with it. Yet the good teacher of adults knows that variety is not enough ...his films, audiovisual aids, guest speakers and other offerings must contribute to the individual student's learning and growth. Being different--just to be different--is not the answer.

Success. In order to become deeply interested in learning a skill, or new facts, the student should experience the joy of being successful. It is up to the teacher to give every student the chance to be successful--no matter on how limited a level. When a slow student learns to perform a simple task correctly, or feed back a correct answer--he is much more likely to want to continue learning. Continued failure is a killer of incentive to learn...particularly so with adult students who feel deeply their inability to study and learn, and are extremely sensitive to failure, to appearing "stupid" or "ignorant" (September, 1963).

Sense of humor. A cheerful attitude, the ability to see the bright and humorous side of classroom situations, helps to create a warm learning climate.

Cultural awareness. Undereducated adults, in many cases, have a value system widely different from that of adults of the middle and upper classes. Awareness of differences in cultural background can help a teacher accept the fact that some of his students react differently than others to traditional teaching techniques. His awareness of why these students act as they do help him to accept them and seek new ways to help them.

Sensitivity. Rarely do students speak up and tell you they are anxious, feel inadequate, or don't see any relationship between what you are teaching and their everyday problems. Yet these feelings often cause student dropout. Teachers must be sensitive to these signs of negative feelings. Ready promises followed by procrastination or "forgetting"; consistent bewilderment or blocking in spite of several explanations; dependency on the teacher or classmates for answers; frequent absences; persistent refusal to participate in class activities or pay attention; apathy or active hostility; defensiveness, reticence, or meaningless agreement with everything you say. All of these are calls for help.

Acceptance. The need for warm, uncritical acceptance of a student's slowness in learning, his offbeat and perhaps dirty clothing, his sometimes shocking language, cannot be over-emphasized. By commenting on what the student does right--rather than pointing out his errors--the teacher can help bring about change. Criticism will only alienate him and encourage him to drop out (February, 1970).

What questions are they asking? Questions asked, and questions not asked, can give you much information about each student and about

your ability to communicate. Do their questions require you to review matter already covered? Are they obvious "attention getters?" Are they searching questions, stimulated by what you have taught? Are they questions indicating that your information is superficial, that the student wants more breadth and depth? Are you getting too few questions?

How is your eye contact? As you teach, do you constantly sweep the room with your eyes to see how many students are looking at you and seem interested? Get into the habit of looking at each student many times. Watch for the frown, the glazed stare, the preoccupied look, or some other loss of interest. Keep your "eye contact" at every possible moment, and use it to tell you how well you're communicating.

Since you are the trained person in the classroom it is up to you, not to the students, to open all lines of communication. Once the lines are open, students and teacher must work together to keep them open.

Here are a few ways you can accomplish this:

Show the students that you are interested in each one of them as a person and as a learner by having personal interviews with students...taking time to listen to each class member's unique learning problems. Encourage students to come early or stay late for these informal chats.

Answer all questions--even the most obvious--with respect for the feelings of the asker. Many adult students refrain from asking questions because they think the other students already know the answers and will think them stupid for asking. This fear can close off communication with students who may need your help.

Use the experiences of students to reinforce your teaching. This gives them a feeling of belonging because they are contributing to the general learning.

Teach your students that listening is a vital form of communication. Have them listen for three minutes, and write down all that they hear. Then compare the results.

Introduce in each session something new that your students would not want to miss--an old-time folk song, a new gimmick in math, a science demonstration, a recording of a famous play.

When you and your students can laugh together, be serious together, discuss together, and when the teacher can take suggestions from the students as well as vice versa, with mutual respect and a genuine feeling for the subject, then you know you are "getting through" to each other, and that learning is taking place (November, 1962).

Involve the students in deciding on their learning goals, and in working out activities that will achieve those goals. When the teacher enlists the help of the students both in course planning and day-by-day lesson planning--he has taken the first step toward capturing their interest. Students thus know what they will be doing, and why they will be doing it (October 1966).

You can't avoid communicating if you employ the following teacher-tested formulas for a warm, harmonious class atmosphere:

- A. Early in the term place these questions on the blackboard:
 1. What is my role as a teacher in dealing with the entire class and the individual student?
 2. What is the student's responsibility toward the teacher, the class, and his own work?
 3. What can and must the individual do to help himself?
 4. What can the teacher do to help the individual in every possible way?
- B. Divide the class into groups, assigning one question to each group. Ask each group to hold a panel discussion on their question.
- C. Write down the objectives and roles agreed upon by the various groups.
- D. Make copies of these notes for all class members and, from time to time, review them to see if they are realistic and, if so, whether you and the students have been successful in carrying them out. If you have not, a general class discussion will help you find out why not.

This technique of continuous evaluation makes both the teacher and the student responsible for the success of the class...and back-and-forth communication happens as a matter of course (November, 1962).

Recent studies have shown that teacher expectation plays a large part in student progress You are more likely to discover student abilities when you honestly feel that they have abilities.

Be friendly and non-critical. In a cold, authoritative classroom climate, shy and fearful adults don't blossom: they wither.

Employ student skills in the classroom whenever possible This use of student skills should not be too obvious, or it may appear as a condescending pat on the head The more real their contribution to the group, the more it will help their self-esteem. By the same token, excessive praise of their help has a condescending ring which they are quick to catch. Appreciation, of course; don't gush.

A cheerful attitude, the ability to see the bright and humorous side of classroom situations, helps to create a warm learning climate (February, 1970).

Use pictures to expand the horizons of students with limited life experiences--those who never travel, who rarely if ever read. Slides, filmstrips, movies, even flat pictures, can provide these individuals with new experiences through "classroom field trips.

Many students--particularly those who dislike or rebel against reading--learn more readily and enjoyable through pictures, films, diagrams, charts, tape recorders and other aids in which they can be actively involved. They can jump in and become part of the teaching-learning activity. They can help prepare materials, track down information, operate equipment--and they enjoy this active, non-sedentary method of learning.

Have you tapped the potential of tapes? If not, you're missing out on one of the most versatile, practical, and inexpensive members of the whole technological family. Tape recorders are easy to operate. They can be used by the students themselves in a corner of the classroom, while the rest of the group pursues another activity. They provide an excellent way to evaluate your own teaching techniques.

To spur discussion of current events, social problems, world affairs, there's nothing so provocative as pictures. Show your students, via slide film or overhead projector, pictures of welfare mothers marching. Prod them with questions. Why is this happening? Do you think that's a good way to tackle social problems? Can anyone suggest a better way?

Always...yes, always...preview a film or filmstrip before showing it to the class. Though the title may sound just right, the content may be way off base for what you're trying to teach at the moment...or for the interest level and background of your students. It could be a big waste of time for the class. You may find, as you preview the material, that one short section is all you want to show.

Ask yourself, "Why am I showing these pictures? What am I trying to accomplish?" This will clarify the learning situation in your mind. It will help you decide whether you should stop the projector from time to time to encourage discussion...show the film all the way through...maintain a running comment throughout...or ask students to tell you what they think the film is trying to convey. If your purpose is to make students more articulate, for example, you would ask questions rather than provide answers about what is shown.

When using a film or filmstrip to provide information, tell your students in advance what to watch for, what you will want them to know or be able to do when the showing ends. Also, studies have

revealed that students learn more when they're alerted in advance that they'll be tested on the film's content.

Give your students opportunities to practice what they see in a film demonstration. This can be done by stopping the film from time to time, so students can practice the skill they're observing. During these film stops they can also answer teacher questions about what they've seen...or ask the teacher questions to clarify difficult points (January, 1970).

Most teachers think of course objectives as "what they plan to cover" in the course. However, as Dr. Tyler has expressed it, the final result of a course is not what the instructor does, but what the students learn. Sometimes these ultimate objectives may be quite different from those the instructor originally had in mind when he began thinking about the course. Has this ever happened to you? If so, don't consider yourself a poor teacher. Rather, remember that each student is different and only he knows what he knows, what he can do, or what he feels. The knowledge, performance, and feelings of one student will result in one kind of changed behavior. The different knowledge, performance, and feelings of another student will produce a different change in behavior. The objectives for a class which a teacher develops in advance can at best, therefore, be only tentative. They will undergo revisions as the students' background demands. This is why student-teacher planning--especially in opening sessions of the course--is so important!

When the instructor is concerned with general skills, not highly specific ones, they too must be learned through practice in a variety of specific situations. For example, in developing problem-solving skills, practice can be provided in collecting necessary data, in interpreting the data, in constructing alternative courses of action, in assigning priorities to these courses of action, and in appraising results. By calling attention to the similarities and the differences among the approaches required to solve different problems, the teacher can structure a course in which students learn how to adapt problem-solving procedures to different situations (November, 1968).

If you have slow learners in your class or students with reading difficulties--no matter what subject you teach--it is not fair to test them the same way you test other class members. Chances are they feel fearful about school tests, so they need all the reassurance they can get.

Here are some ways to help them:

This may be the first time in years that some of your students have taken formal tests. Therefore, make your explanations perfectly clear, and repeat them more than once.

Be prepared to answer patiently the most simple, obvious questions. Your friendly, relaxed attitude will help the students feel comfortable, unthreatened by the testing situation.

Simple materials may be used to do practice-testing in advance so individual students may become familiar with the process.

Check the wording of your tests. Be sure the words are short, simple, and familiar to all of your students.

Some students may do better with verbal tests, given in private. They may know the material well but have difficulty expressing their knowledge in writing (February, 1970).

Take a Look at Yourself

One of your most important jobs following that first class session is self-appraisal. How relaxed and secure did you feel? Did any particular students irritate you? Did you feel ill at ease during a group session when you had to give up the traditional role of the teacher standing in front of the class? Did you have a tendency to talk too much, to take over the session and turn students into listeners rather than actors? If you asked questions and people didn't respond--what responsibility did you have in that?

The sooner you turn a critical eye on your own teaching attitudes and techniques, the sooner you can take steps to correct them. After the first three or four sessions, you may want to ask the students themselves to give a critique of the course to date--and how they feel you are teaching it (May, 1967).

APPENDIX B
TECHNIQUES

GETTING ACQUAINTED

The Purpose

To assist the individuals who make up the audience in moving from being a collection of individuals to being a group through a common experience.

The application of the following technique will have enabled each member of the group to be introduced to the total group and to introduce some other member of the group. Thus, the common experience.

Procedures

The total group will count off in three's. Grouping for the purpose of interviewing each other, each group will consist of one each of #1, #2, and #3. Each of the three persons will function both as an interviewer and an interviewee.

Elements of the Interview

(1) Facts and elements of the life of the interviewee considered significant by the interviewer, and (2) why the interviewee is enrolled in this particular learning experience.

Technique

When the three persons are grouped together for the purpose of interviewing each other, all #1's will interview #3's; all #2's will interview #1's; and all #3's will interview #2's. Ten minutes' time will be allowed for completion of all three interviews or each interview will have approximately three minutes.

Processes of Introduction

The designated leader of the group will have the small groups re-assemble as a total group and the introductions begin. The length of time allotted to each introduction can vary according to the size of the group and the wishes of the designated leader. However, it is suggested that each introduction be not less than one minute and not more than three minutes in length. Members of the total group may be allowed to ask questions about the person being introduced.

Possible Learnings from the Interview Process

1. What the interviewer considers important (significant), not only in the life of the interviewee, but also an indication of the kinds of questions he would like to be asked.

2. Some indication of how individuals function in a group context and in a leadership position within a group.

3. Some indication of future contributions an individual will make to the class.

4. To illustrate the fact that there are techniques that facilitate an earlier beginning of a group experience.

UNDERSTANDINGS

Understanding the Adult Learner

The purpose. To introduce the subject matter of "adult learning."

Technique. The total group of learners may be divided into pairs for working purposes. Their assignment is: in three minutes complete the following statement: (one condition only)

Adults learn best when . . .

When time is called some member of the group will be asked to make a listing of the contributions made by each pair of learners.

Discussion. To what extent does this exercise introduce the importance of conditions for learning? The group should be involved in stating a condition and the effect of that condition upon the learner.

Understanding the Characteristics of the Adult Learner

Purpose. To enable members of the group to better understand adult learners.

Technique. Each member of the group will be asked to contribute the one most obvious and important characteristic of the adult learner. A listing of these characteristics will be made. Each member of the group will then be asked to characterize the youth learner and the child learner showing that the adult learner is different from children and youth.

Discussion. What implications may be drawn from this listing and what influence will such a listing have upon future planning of adult learning experiences? The group should utilize the data in viewing themselves as individuals and as adult learners.

Understanding the Teacher of Adults

Purpose. To involve members of the group in thinking about characteristics of effective teaching in adult education.

Technique. Each member of the group is asked to contribute the one most important characteristic of the effective teacher of adults. No member of the group may make a second suggestion until each member of the group has made one suggestion.

Discussion. Can the members of the group verbally define each of the characteristics of the teacher of adults? In groups of two or three, each small group will be asked to design an educational experience that will illustrate the effective characteristics of the teacher of adults.

Understanding the Major Concepts of the Proposed Course of Study

Purpose. To assist the learner in beginning to understand some of the major concepts to be learned in the study.

Technique. At the beginning of the adult learning experience the teacher of adults will ask the adult learner to define certain terms--concepts--contained in the proposed course. These should be collected by the instructor and kept for reference as a tool for measurement, if measurement is desired.

Discussion. To what extent were the desired concepts a part of the vocabulary and knowledge of the adult learner? Has increased understanding occurred? Do members of the group exhibit any behavioral evidences of increased understanding of the concepts?

Understanding Evaluation in Adult Teaching-Learning

Purpose. To enable the adult learner to demonstrate the degree of his comprehension of the important concepts to be learned in the course.

Technique. The group will be divided into working units of three or four persons. Each working unit will then be assigned a concept (acceptance, empathy, etc.), and will be asked to design an educational experience, illustrating the concept, for presentation to the total group. The only guideline to be given by the instructor is that it should illustrate the concept and that the concept is not to be told to the total group.

Discussion. How well did the group demonstrate the assigned concept? What were evidences that the group members were knowledgeable about the concepts presented?

Clifton - 65

2-5-8 TECHNIQUE

The Purposes

To study how feelings affect a group by providing a "here and now" experience.

The applicational transfer would be that the people who participated in this would be more sensitive to the feelings of others once they have experienced this and then have an opportunity to discuss it with other persons.

Procedures

1. The trainer should introduce this by saying, "We are going to study how a club functions by actually doing something as a group. The task of each group is to determine the five most important functions of _____ and to rank these in importance from 1 (top) to 5. After we have finished, we will discuss how the interactions within the group affected us."
2. Do not say that this is a game. Do not refer to acceptance or rejection. Do not tell them what's going to take place at this point.
3. The group should be divided into eight to twelve persons. Two or three persons may be observers.
4. Ask the groups to number off. Then ask the number 2 and number 5 and number 8 to come with you. Say to them, "Take a couple of minutes to think about the idea you believe should be ranked number 1. Now I want each of you to write down this idea so you keep it very plainly in mind. The ideas should be different but do not discuss them while you are out here. Wait until you go in. When you go in, push your idea and see if you can get it number 1. I'll give you a couple of minutes before I come back to bring you in. Wait until I come for you."
5. Go inside and get their attention very quickly and tell them that when 2, 5, and 8 come back in you want them to do something special. Tell them that you have asked 2, 5, and 8 to each push for his idea in the number one spot. That when 2 comes back in, you reject everything he says. His ideas, no matter what they are, are rejected. Now the person who sits in chair number 5 gets accepted, his ideas are "great" no matter how hare-brained they are. The person who sits in number 8 is to be ignored."
6. Allow group discussion to continue so that the group has the opportunity to give real support to number 5, to reject number 2 and to

Prepared by Dr. Donald Clifton, Educational Psychologist, University of Nebraska, 1961.

ignore number 8. The acceptance and rejection should develop real feeling.

7. It is not important that the group complete the ranking. The main thing is the effect of the acceptance, rejection and ignoring. Immediately after stopping action the trainer should seek to help those in the number 2 rejected position see why they have feelings of rejection. He should say, "Number 2, did you feel rejected?" Whether the person says "yes" or "no," the trainer should say, "Well, you should feel rejected because you were rejected. The group was told to reject the person who sat in seat number 2 and since you did, you were rejected." Later say, "How about you who sat in seat number 5, how did you feel?" You say, "Well, because you sat in chair number 5, you were supposed to be accepted. Number 8, how did you feel?" By showing his views were rejected only because of where he sat, for example, the trainer can help number 2 talk more openly about his feelings later.

Discussion

Lead the group into discussion. Here are some possible questions:

How did number 2 know he was being rejected?
 How did the group show the rejection of number 2?
 How did number 5 know he was getting acceptance and support?
 How did the group show the acceptance and support of number 5?
 How did number 5 respond to the acceptance and rejection?
 How did acceptance change number 2's behavior?

After working on those questions, then you might discuss questions, such as:

Have you known any groups where people were accepted or rejected?
 How did they show it?
 What are some of the consequences in your club when a member is shown acceptance or rejection?
 Is it right to reject people?
 Why do we reject people?
 How can we accept a person but reject his ideas?
 How is affection and rejection differently shown to those with whom we have emotional attachments and those who are just friends?

List other questions that might be raised.

Observations.

HANDLING LEARNER SITUATIONS

<u>Situation</u>	<u>Possible Remedy</u>
Talks too much	Cut across his talk with a summarizing statement and direct a question to someone else. If he's difficult, get the other learners on your side; they'll take care of him. Use a participation chart.
Quick, helpful	This man has the right answers but keeps others out. Cut across him tactfully by throwing a question to someone else. Be sure he understands you appreciate his help. Suggest 'let's get several opinions.' Use him to summarize.
Ask leader for opinion	Redirect question to the group. Don't 'pass the buck.' If answer is not available say so.
Bored	Find his interest. Call on him for his experience.
Just wants to listen	Interested, but didn't come to talk. Use direct provocative questions.
Shy, hesitant	Ask direct questions which you are sure he can answer. Ask for his agreement. Build him up in the eye of the group.
Not disposed to help others	The type who would say, 'It took me 20 years to find that out - let him find out for himself.' Tell him how much the group would benefit from his experience. Draw him out on a few things. Thank him.
Side conversationalist	Pause, and let others listen to the conversation; walk down by him and thus draw attention to the conversation; draw him into your discussion by asking for his opinion.
Poor voice or choice of words	His ideas may be good. Help him. Repeat his idea in your own words. 'In other words you mean' Protect him from ridicule.
Definitely wrong	If he is contrary to group thought, say, 'Well, that's one way of looking at it,' and then go on.
Personalities	Where they dispute with each other, cut across with a direct question on the topic. Bring another member into the discussion. Frankly ask that personalities be left out.

<u>Situation</u>	<u>Possible Remedy</u>
Rambler	When he stops for breath, thank him, rephrase one of his statements and pass on. Refer to board and ask which topic he is discussing.
Arguer	If he is naturally perverse or is trying to make trouble, get him placed in your 'blind spot' right next to you. Pretend not to hear. Of course, recognize legitimate objection and side with him when possible. Sometimes group will take care of him if he persists. Talk to him privately and ask for his help. As a last resort, ask him to drop out.
Obstinate	This is usually someone who does not see the point. Try to get others to help him see the point. If he is the only one, proceed and tell him to see you after the meeting.
Wrong subject (off-the-beam)	Direct attention to topic on the board. Say, 'It is interesting, but would you hold it until later on?'
Gripes about management	Tell him the problem is how best to operate under the present system. Try to get another member to answer him. Don't waste too much time on management 'gripes.'
Has a problem of his own	Tackle his problem if it is pertinent. Get group opinion; then question him on your subject, or acknowledge worth of his problem and ask that it be brought up later.

IN HANDLING DIFFICULT SITUATIONS

Ignore the person or persons who seemingly are attempting to disrupt the decorum of the setting.

Refuse to accept a point for discussion if it's not allied to the situation. Say: 'That is outside the scope of this discussion' or 'I'm glad you brought that up. Do you mind if we take that up later?'

If discussion is going off on a tangent, or is getting too heated, change subject, using tact so as not to antagonize group.

Avoid getting into difficult situations by being--
 --absolutely sure of your facts and cases
 --impartial in all controversial issues

APPENDIX C
STUDENT PROJECTS

LEARNING HOW TO LEARN

by A. Eugene Rushing¹
1970

Do you know how persons learn? Have you ever stopped to ask what is involved in learning? Why should only the teachers know the principles of learning? What is the relationship between learning and knowing how to study? Exploration of these and other related questions will enrich the learning experiences of any adult group assembled for the purpose of learning.

All learning experiences involve an interaction between the leader-teacher and the learner-student. The greater the awareness of the learner-student about why the leader-teacher does what, the greater the degree of learning. For the student to remain unexposed to the nature of the teaching-learning process is to enhance the probability that he will cling to outmoded views acquired through experiences with an autocratic teacher of yesteryear. Or, if, as an adult, he has rejected the outmoded views he is dependent upon present experiences to enable him to replace that which has been rejected. Thus, we conclude, that one of the learning tasks for adults is to learn how to learn. This process, incidentally, may mean that it is necessary for him to go through the process of unlearning, also.

Though this article does not make any claim to being complete and exhaustive, the following comments are believed to be helpful in training adults for learning. First of all, any learning experience planned for adults should include discussion. Discussion is basic to dialogue and a

¹A. Eugene Rushing, a Methodist minister, is a graduate student in Continuing Education at Colorado State University, Fort Collins, Colorado.

key to creativity in education. When a group member learns how to initiate discussion on a subject, ask a precise question, clarify meanings, give precise information, volunteer feelings and opinions, and summarize--all techniques of building discussion--they enjoy experimentation and delight in discovery. Two helpful resources are "How To Conduct a Discussion," (Encyclopedia Britannica, 16 mm. film, 24 minutes, B&W, rental, postage extra: \$6.00), and a book, The Miracle of Dialogue, by Reuel Howe, Seabury Press, paperback, \$1.95.

Secondly, adults who are learning how to learn should involve themselves in learning the skill of listening. The key results of this skill are understanding and acceptance. A technique to use in learning how to listen is to say back to the speaker what you have heard him say before you make your response to what he has said. Besides testing your listening skill, such a practice tests the speaker's ability to communicate clearly. A tape recorder may be utilized to help members check their listening ability and discover ways of improving it.

Thirdly, adults are autonomous individuals and consequently must be involved in the process of setting objectives. This process of involvement in the decision-making is a discipline that will sharpen the group focus on where it is, where it is going, and why it is going. Closely related to setting the objectives is our fourth step--that of planning. Planning in this instance is thought of as the "how" of achieving the objectives. Planning will include the utilizing of ingroup resources and persons as well as outside resources and persons. The extent to which each group member is involved in planning and participates in carrying out those plans will be the extent to which his learning will be strengthened.

After planning, techniques or teaching methods become the focal point of learning how to learn. As the members of the group are confronted by the problem of attaining their objectives, they unavoidably begin to look for the best method. Some methods for learning are buzz groups, reporting, panel discussions, role playing, visual aids, resource persons, field trips--all should be familiar to the adult learner.

No learner should be expected to continue working toward the set objectives without periodic feedback about the progress being made toward achieving those objectives. This process, we call evaluation. Evaluation can be a means of enriching the experience and inspiring continued learning by all members of the group. Any evaluation performed by the group should be as specific as possible.

PLANNING FOR LEARNING WITH ADULTS

by A. Eugene Rushing¹
1970

Since adult education has only recently become recognized as a legitimate child of the institution of education, there are some questions about adult education that we need to explore. One of the questions is, "How do we plan for maximum learning with adults?" Other related questions may be: "How do we destroy the present image that productive adult education is left to chance?" "What do we need to know about adults in order to maximize the results of our efforts?"

Learning theorists have substantiated the fact that the most learning occurs when there is a felt need. Therefore, any learning experiences planned for adults should take into consideration the felt needs of the learner to be involved. The most obvious way to surface these felt needs is to involve the learner in the process of planning. Having involved the learner in the planning, he has thus made an initial investment of himself in the learning experience. This involvement and investment in the planning has given the learner a feeling that his needs and contributions are important. This feeling of importance will, in turn, inspire further involvement and loyalty to the planned experiences.

How do you go about determining the needs of the learner? How can the learner be helped to express his needs/felt needs? Obviously, the first vehicle for ascertaining the needs of group members is the questionnaire, prepared specifically for the group of persons who are

¹A. Eugene Rushing, a Methodist minister, is a graduate student in continuing Education at Colorado State University, Fort Collins, Colorado.

to be involved. The make-up of the questionnaire may be determined by such factors as socio-economic background, educational level, cultural history, and present geographic location. Some standard forms are available and may be adopted for use in particular settings. Although adults may make some mistakes in diagnosing their needs, it is good to remember that through this experience of indicating what they feel are their needs, they have made an initial investment of themselves. The degree to which the learner responds to certain subject areas will be the criteria for curriculum building.

When the questionnaire is completed there should be some tabulation of the results. The tabulation will indicate what questions, problems, and needs are most dominant in the lives of the learners. The tabulation will also assist the planners in categorizing the questions so that total units of study may be planned.

For instance, questions such as follows may be raised: "What problems do husbands and wives face in communications?" "How do parents communicate with teenagers?" "What is good communication?" "What pressures of today make communication impossible?" "How can families solve their problems of human relations?"

In building a unit of study based on the above questions, it is possible to take questions three and four and build learning experiences around the general theme of communications. Having explored the concept of communication in a general way, it would logically follow to apply the learnings about the concept to the specific setting of the family. Remember, as you proceed in exploration of the above questions, others will arise. Use them as a means of giving depth and substance to the learning experience, but also remember that their use will enhance the

initial investment made by the group members, and will stimulate further learning on their part. Because the questions and expressed needs vary from group to group, they are the means of making each group a unique entity--different from all other groups. The questions and expressed needs are also the yardstick by which the leader may determine the relevance of his ideas and the effectiveness of his efforts.

In making plans for learning, the importance of good scheduling is absolutely necessary. The adult class must never become a slave to the clock. The length of the unit, ideally, is never arbitrarily set; rather, it is determined by the educational needs of the group membership.

To summarize: (1) the curriculum units should be created from the expressed needs of the group members; (2) formulation of the units should be organized upon the logical ordering of the questions which the class members feel should be answered; (3) the study units' length should be determined by the productivity of their content.

A learning experience can be a regular occurrence in any adult group. It is, however, dependent on proper planning, usefulness of material, and flexibility of its presentation. And, always, the unit of study must meet the needs of the group members.

AN IMPROVED SELF-CONCEPT
A DEVELOPMENTAL TASK FOR
THE ADULT STUDENT

by A. Eugene Rushing¹
1970

Educators have been giving considerable emphasis to the importance of understanding the adult learner. An understanding of the adult is felt to be necessary in order that educational efforts may achieve maximum results and be appropriate for the developmental stage of the individual learner. The concept of "developmental task" is one vehicle which helps the educator to better understand the individual learner as well as the process of learning itself. Havighurst (1952) defines a developmental task as:

. . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks (p. 2).

Unlike the lower forms of animal life whose actions and reactions are largely determined by instinct, the human animal acts and reacts according to his maturity and learning. To think of learning as a process that continues throughout life and a process which is influential in the development of the individual is to say that development is only understood to the extent that learning is understood. Whether or not a human being reaches his potential "is almost completely the product of learning at the hands of society."

¹ A. Eugene Rushing, a Methodist minister, is a graduate student in Continuing Education at Colorado State University.

The stages of development in which certain learning tasks are dominant, as outlined by Havighurst, are: (1) infancy and early childhood; (2) middle childhood; (3) adolescence; (4) early adulthood; (5) middle age; and (6) later maturity. In each of these stages of development there are certain learnings that are dominant. We should, therefore, not be surprised to hear that effective adult education is dependent upon how well the teacher knows and understands the adult learner. Learning more about the adult learner will soon convince the teacher that the adult learner is an adult and not a tall child.

The teacher of adults will do well to recognize that the adult learner will have experienced changes in his personality and self-image and that he brings with him to the classroom a lifetime of experiences. An understanding of his interests, learning abilities and what motivates him will increase the effectiveness of any efforts made by the teacher of adults.

Accepting the definition of a developmental task as a task which arises at or about a certain period in the life of the individual, let us look at the adult learner enrolled in an adult education enterprise. What are the forces that have combined to act together in determining for the individual that he should enroll in a learning experience? Havighurst points out that there are three such forces. They are: (1) physical maturation; (2) cultural pressures; and (3) personal values and aspirations of the individual. For the adult learner is enrolled largely because of a combination of the other two forces impinging upon him at this particular time. Further understanding of the adult learner will help the teacher to see that personal values and aspirations are an integral part of the personality (self) of the learner. The teacher of adults must also

remember that the personality (self) of the learner has emerged from the interaction of the organic forces and the environmental forces. As this self has developed it has been functioning as one of the determining forces in its own subsequent development.

The self of the adult learner which has emerged from the interaction of the organic and environmental forces may be one of two kinds. It may be a positive self or it may be a negative self. For purposes of illustration let us choose the negative self and seek to apply the definition of developmental task to it. The adult learner enrolled in the class has a very negative self-concept. The absence of a positive self-concept is evidence that at the time when the formation of the self-concept was the dominant task to be achieved, it was not successfully mastered. The unsuccessful attempt to achieve an adequate self has continued to be a block to subsequent attempts to learn new knowledge as a way of improving his life. The negative view of the self in the adult learner, in a sense, determines the first and primary goal of his experience in the teaching-learning situation. That goal is changing his perception of himself and his perception of his circumstances within his environment. Because of this negative self-concept, the adult learner may be expected to have (1) a very low ego strength, (2) a very high fear of failure, (3) very little identification with the majority culture, and (4) a low capability and receptivity to change.

Psychology has substantiated as a fact that the self-concept is a learned phenomenon in the life of every person. The adult learner has learned his negative self-concept. Can he learn a positive view of himself? Learning being a life-long process, it is possible for the adult learner to learn a new self-concept. But first there has to occur the

unlearning of the old self-concept. To be the instrument through which this goal of new learning is reached, the teacher of adults will need to be able to perceive, understand, identify and empathize with the student, not as the teacher perceives the situation, but as the student perceives his own situation. The importance of an improved and more adequate self-concept cannot be over-emphasized when we know that the negative self-concept has been a block in the path of past efforts toward improvement made by the adult learner. From the environment of the adult education setting, the adult learner will either learn again that he is of little worth and therefore reinforce his negative self-concept, or he will learn that he is a person of worth which will help him begin the process of learning and building a positive self-concept.

Hamachek (1969) points out that research is teaching us that how a student performs depends not only on how intelligent he is, but also on how intelligent he thinks he is. For the educator, this means that an individual who has in the social context developed a negative self-concept will respond negatively to a planned learning experience. The person with a positive self-concept responds to the planned educational experience in a positive manner.

The educator who becomes aware of the importance of the self-concept and its influence upon the teaching-learning process and who believes that learning is a never-ending process will be an educator who sees the negative self-concept as a challenge and will seek to involve that individual in learning experiences that will move him from the negative to the positive self-concept.

Not to take into account the factor of self-concept and its effect upon learning would bring about much the same result mentioned above in

this paper when it was pointed out that not accomplishing developmental tasks would make future tasks inaccessible.

For the educator, the important fact is that whether the learner has a positive self-concept or a negative self-concept, the self is a part of the total human being which continues to grow throughout life. Therefore, we say that the negative self-concept may grow into a positive self-concept. One of the responsibilities of education is to facilitate such growth. To speak of growth implies the need for food. Thus, the question becomes, from whence does the self get its food? It is generally accepted that food for the self is acquired in the social context. Since educational experiences have an element of the "social" in them, it would be well for the educator to recognize that the psychological self of the participants will be fed and that the food they receive will influence the type of growth which takes place.

Kelley (1962) suggests that the psychological self is fed through the perceptive process. Through the perceptive process only a filtered part of the stimuli from the environment impinge upon the organism. The filtered part of the stimuli which comes into consciousness is the stuff of growth for the personality, and it builds attitudes, habits and knowledge. The food for the psychological self which feeds through the perceptive process determines the quality of learning and development which occurs when an individual is placed in the context of an educational experience.

The impact of the self-concept upon the learning and development of the individual is not only important for the learner, but also for the leader-teacher and planner. The leader's self-concept is also fed through the perceptive screen and the quality of his behavior, learning, and

development is thereby determined. Thus, perception becomes the important factor in the dynamic interplay which occurs between the leader-teacher and the learner. Included in this perception of their respective situations is the leader-teacher's perception of the learner; the leader-teacher's perception of himself; the learner's perception of the leader-teacher; and the learner's perception of himself. The self-perception which both the leader-teacher and the learner have will affect the amount and quality of learning and development which takes place within a particular setting.

Dr. Don E. Hamachek, Associate Professor of Educational Psychology at Michigan State University, points out that there are symptoms of negative self-concept and positive self-concept which are immediately observable and which have direct implications for the teaching-learning process. Certain understandings are necessary if leader-teachers are to serve successfully as facilitators for learning and development from a negative self-concept to a positive self-concept through self-concept enhancement.

Teachers who will function as better facilitators will, according to Hamachek:

1. Understand that we teach what we are, not just what we know.
2. Understand that anything we do or say could significantly change a student's attitude about himself for better or for worse. Furthermore, we must understand the implications for our roles as persons who are important or "significant" to students if we are to utilize that role properly.
3. Understand that students, like us, behave in terms of what seems to be true, which means that learning is often controlled, not by

what the facts are, but how they are perceived to be.

4. Be willing not just to teach subject matter, but to deal with what the subject matter means to different students. We must be willing to deal with the interpretation of a subject as we are to deal with the information about it.

5. Understand that we are not likely to get results simply by telling someone he is worthy. Rather, we must show it through trust and the establishment of an atmosphere of mutual respect. One good way to start is to take time to listen to what the students have to say and to use their ideas when possible.

6. Understand that leader-teacher behavior which is distant, cold and rejecting is far less likely to enhance self-concept, motivation, and learning than behavior which is warm, accepting, and discriminating.

7. Be willing to be flexible, to be direct or indirect as the situation and personality of the student demands.

To function within the framework of the above outline seems to take into consideration the concept of developmental tasks, but also to move beyond them to a larger understanding and framework for working with adults.

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EX 597 Adult Teaching and Learning
Dr. Denzil O. Clegg

Eugene Rushing

WHAT KIND OF LEADER ARE YOU?

- Rate yourself:
1. very descriptive of me
 2. somewhat descriptive of me
 3. not descriptive of me

- ☐ I am undertaking this leadership endeavor because I have knowledge, training, and experience that should be shared with others. (b)
- ☐ I teach or lead because I enjoy people and find satisfaction and fulfillment in helping with their problems. (a)
- ☐ I feel deeply responsible for giving any group I lead the guidance and information they have come to get. (b)
- ☐ I am easy-going and flexible. (a)
- ☐ I am inclined to be formal, maybe a little stiff. (b)
- ☐ I must have definite plans which I try to follow very conscientiously. (b)
- ☐ My advance planning is rather general. I then do session-to-session planning in terms of what happens in the group. (a)
- ☐ I am uncomfortable in a leadership role unless I have "the answers." (b)
- ☐ I am a clock-watcher; I plan in blocks of time. (b)
- ☐ I like to have detailed advance plans, but feel comfortable about changing them. (a)
- ☐ I have warm feelings toward other persons and want them to accept me with warmth. (a)
- ☐ I am not especially dependent upon others' opinions of me. (b)
- ☐ I tend to draw back from overtures that are too friendly. (b)
- ☐ I call people by their first names and like to be called by mine. (a)
- ☐ I want to relate to individual group members, insofar as group size and time make this possible. (a)
- ☐ It is so difficult for me to remember names that I spend little time trying to learn them. (b)
- ☐ I observe with much interest how group members interact, how they affect one another. (a)
- ☐ I am sensitive to and aware of how I am affecting others. (a)

- ___ I enjoy an informal learning group. (a)
- ___ I believe that there is more learning in a reasonably formal and restrained atmosphere. (b)
- ___ I am uncomfortable in a highly informal atmosphere. (b)
- ___ I freeze or withdraw in the presence of criticism or hostility. (b)
- ___ I like to have fun in a group, even if it gets off the subject. (a)
- ___ I enjoy lively discussion, even when there is disagreement and/or hostility. (a)
- ___ I believe that a quiet, attentive group is the best learning group. (b)
- ___ I prefer questions and answers rather than wide-open, free discussion. (b)
- ___ I shun controversial subjects, or those for which I do not have the answers. (b)
- ___ I try actively to involve all members of the group. (a)
- ___ In my opinion, if the important questions are answered in discussion, it is not vital that many or all participate. (b)
- ___ I enjoy out-of-session conferences with group members. (a)
- ___ I believe that group members can usually find answers to their problems in the sessions and should raise them there. (b)
- ___ I believe that persons learn only what they want to learn, and that the group must therefore assume responsibility for much of the class experience. (a)
- ___ It is my experience that any important learning is usually teacher-planned and teacher-directed. (b)
- ___ In my opinion, a student's learning and interest can be rated by the faithfulness with which he carries out assignments. (b)

If many of the (a) statements are marked (1) or (2) it is probably natural for you to create an atmosphere of informality and warmth in a group. The response of persons both to your leadership and to the content may be quite important to you. Thus your leadership efforts can be easily channeled into helping persons change and grow. The importance of choosing the content in terms of the group's needs will make sense to you.

If, on the other hand, many of the (b) statements are marked (1) or (2), your tendency may be to center your leadership efforts upon

presenting material effectively, upon putting across ideas and accomplishing what you have planned. Your present inclination may be to put content or "task-oriented" leadership, meaning that what is to be learned or done is seen as important in itself, not consciously selected or evaluated in terms of its contribution to persons' development.

Adapted from: Leading A Group, by Dorothy LaCroix Hill.

APPENDIX D
UNPUBLISHED PAPERS

TEACHING ADULT ILLITERATES

By

Professor Andrew Hendrickson
Florida State University

For better or worse, this nation, acting through Congress and the Presidency, has committed itself to the elimination of poverty and its attendant evils, including illiteracy.

The leadership role in carrying out adult basic education has quite clearly been given to the public schools, even though to be successful they have to work with many other agencies--educational, health, and civic agencies.

Although the schools have always had the potential ability to wipe out adult illiteracy, they have not done so. They have traditionally waited for people to come to them and have taught whoever showed up in the classrooms. Teachers have not been to blame; educational authorities at state and local levels have never placed a high enough priority on this goal to be willing to furnish the physical and financial resources to accomplish the job. Now with massive federal financing, there is a fresh mandate for the schools to proceed.

You, the teacher, are the key person who will very largely determine whether, once the adult is in the classroom, he will attain those skills and that learning which will put him on a more nearly equal basis with those who were fortunate enough to be able to continue their education without a break.

There are many facets to the teaching of the adult illiterate, but I think they can be grouped under two main headings: (1) the personal relations aspect and (2) the instructional aspect, and in my judgement, the personal relations aspect comes first. In many situations the teacher is a psychologist and social worker first and a teacher afterward.

Since personal adjustment of adult illiterates is basic to the teaching of them, let us spend some of our time looking at them as individuals and at their characteristics as members of a special sub-culture, and then let us see what these things mean in terms of the teaching-learning situation. I

think it will be good for our purposes if we become very specific about the personal characteristics of the class of people variously described as undereducated, underprivileged, or culturally deprived.

Many students of the current social scene have classified the characteristics of these people. One of these is Dr. R. L. Derbyshire, a psychiatrist in U.C.L.A. School of Medicine.¹ I shall use his classifications with some adaptations of my own. He catalogs their characteristics in this way:

1. Family. The adult illiterate usually comes from a large family of 5 or more children. Child rearing and social control are a function of the mother, grandmother, or older children. The parent or parents are poor and because they are working or looking for work they provide little supervision.
2. Communication in these families is largely non-verbal. They use little or no sentence structure, have a small vocabulary, and are non-readers. They learn to read each other less by what is spoken and more by motions and gestures; i.e., the way eyebrows are slanted, the way the forehead is wrinkled, the position of the torso, the way a hand is raised. Grunts, groans, and monosyllables are important-- Naw! Yeah! Git! Shut up! C'mere! are examples.
3. Lethargy and lack of motivation is present because of the alluring prospect of material comforts and the denial of the opportunity of gaining them. This lethargy, due to exclusion and multiple failures, becomes a syndrome which is passed from generation to generation. Each generation tries to succeed and cannot, so more lethargy sets in, and we have the classic vicious cycle or downward spiral.
4. Forced early independence. In order to survive in this type of family, one must stand on his feet and fight. In this type of family

¹R. L. Derbyshire, "The Sociology of Exclusion: Implications for Teaching Adult Illiterates," Adult Education, Vol. 12, No. 1 (Autumn, 1966) pp. 3-11.

children are taught to be physically aggressive. The culturally excluded family selects for transmission to the child only those items in the environment which it feels are necessary for survival. Uneducated persons desire many middle class goals, including education, which it recognizes as one means to success. Therefore, if one wants to become a success in the lower class community, and education is the method but unavailable, they then choose a non-approved method of achieving a substitute success. This may mean the numbers racket, car stealing, or some other marginal or criminal activity.

5. Present orientation. The underprivileged are oriented to the present. Their concern is, "How do I live today?" The middle-class person lives for tomorrow. Thirty-year mortgages and college savings accounts for one's children are indications of middle class future orientation.

These socio-cultural conditions lead to a number of negative personal traits which will be mentioned below.

1. Insecurity. This is displayed by boisterousness and "acting out" behavior. When one is insecure, learning behavior is retarded because defensiveness and behavior justification become important.

2. Physical aggression. When one perceives his behavior as too inadequate for him to join the educational group, or function properly in it, he then joins the other side--becomes pals with other non-status persons. These are the kinds of individuals who take pleasure in breaking school windows, deriding teachers, and defying truant officers, policemen, and other symbols of authority.

3. Reticence is another and opposite trait of adult illiterates. Those who do not become aggressive take the opposite track and protect their egos by being introverted and unduly retiring. There is

a difficulty in speaking out regarding one's own needs until some time when a tender nerve is struck and feelings come out in an explosive and erratic or even self-destructive manner. A frequently verbalized attitude is, "Well, you know, this is life," or "That's the way it is." Reticence becomes exaggerated when educational and occupational exclusion is compounded by minority, racial, or ethnic identification.

4. Resignation or lack of motivation. They frequently feel that it is impossible to change their present condition, so why try. Their experiences with public officials and landlords increases this feeling of being trapped by their circumstances. Our author cites one of our major cities where these people are charged \$17 to \$27 a week, which is \$75 to \$115 a month, for a three-room flat with one cold water spigot, a broken toilet; where there are obnoxious odors; where rats, cockroaches, and other vermin have the run of the premises. Since many of these families are on relief they see the welfare system as a device to keep these hovels in existence. Small wonder if the counselors, visiting teachers, or social workers meet with skepticism when they call at these homes to recruit the adults as educational prospects.

The illiterate adult has other characteristics which will affect his ability to learn.

1. He will be lower in scholastic aptitude than his peers who stayed in school. This will not be true of all, but on the average it will be true.
2. He will be easily discouraged and when faced with difficulties will be tempted to replicate his former drop-out pattern of response.

3. His home conditions, more likely than not, will be non-conducive to study and homework. Homes of the undereducated are likely to be poorly equipped and overpopulated.

4. He is more doubtful of his ability to learn. He has already rejected, or been rejected by, the school system. It will be hard for him to rationalize a return to the scene of his earlier failures. The inference is clear that if he failed before he is likely to fail again.

5. He uses and reacts more readily to non-verbal forms of communication. Since his vocabulary is limited, he is forced to do much of his communicating on a non-verbal level. He is extremely sensitive to non-verbal cues and tends to judge more by action than words. As teachers, we may say one thing verbally while non-verbally saying another. In this case the undereducated adult will receive the non-verbal cue more strongly than the verbal one.

6. His social values and goals differ widely from the upper and middle class values of his teachers and other school personnel. The undereducated adult will have a different value structure and in many instances will show indifference or even hostility to social institutions such as schools, churches, scouts, and "Y" organizations.

7. He will have more physical handicaps than his peers who continued in school. In this group because of lack of medical care and high tension levels, there will be more cases of poor vision, poor hearing, speech defects, high blood pressure, heart trouble and missing arms, legs, and fingers.

These seven characteristics are verified by many case studies. They are further verified by data compiled in Columbus Ohio Public Schools. In one of the excellent workshops conducted for Adult Basic Education teachers

in Columbus, the teachers were asked in an evaluation session to list the characteristics of the ABE students as they had observed them during the past year. On the negative side they listed these things:

1. Low ability.
2. Shy about educational level.
3. Extremely ill-informed in all areas of general knowledge.
4. Very school conscious.
5. Non readers.
6. Poor visual acuity and health in general.
7. Marital problems.
8. Self conscious.
9. Pretends he is knowledgeable when he is not.
10. Poor "self image."
11. Inability to see "the future."
12. Lack of confidence.
13. Very defensive.
14. Suspicious of strangers.
15. Lack of reading comprehension.
16. Frightened early in program.
17. Minimum of time for home study.
18. Negative thinking - can't learn.
19. Unpredictable in attendance.
20. Need constant reassurance and encouragement.
21. Poor eyesight and defective aural response.
22. Some feel they can never accomplish anything new.
23. Secretive about attending classes in the community.

Fortunately, these students also exhibit a number of positive characteristics. Several of those noted were:

1. Real desire to learn.
2. Very hopeful of improving their situation in life.
3. Realization that they have missed something (education).
4. Realize that reading is most important.
5. Realize that their oral language is inadequate.
6. Have a great amount of respect for teachers.
7. When good rapport is established, student feels free to talk of his needs and desires.
8. Want to know why to do a lot of things.
9. Strong religious feelings.
10. Sensitive.
11. Interested.
12. Sincerity of purpose.
13. Extremely proud as time passes.
14. Appreciate opportunity.
15. Attentive in class.

Now let us turn to the consideration of the adult as learner and discuss how he may differ from children and youth who remain in school. First, we will discuss the characteristics of adults in general as learners and then we will try to be more specific about the undereducated adult as learner.

1. Adults are older and more experienced. Also, their experiences are different. The child's experiences are oriented around school, peer groups, the playground, etc., while the adult's experience has concerned his work, his family, and his responsibilities as a citizen and community member. Since he is mature and has experience, he will appreciate any effort by the teacher to acknowledge and make use of this experience in the classroom.

2. Conversely, in the case of many adults, especially older ones, long experience will cause them to be set in their ways and resentful of change. Only slowly, without threat, and on a step by step basis can old habits, customs, and learnings be supplanted by new.
3. Adult students are highly motivated when they appear in class. However, unless reinforced early and frequently, this motivation will evaporate, as it is in competition with the desire to engage in activities designed to reduce fatigue or those related to family or fun.
4. Adults are more likely to have feelings of inadequacy leading to a fear of failure. This is particularly true if they have had previous school failures, or if their formal schooling was in the distant past.
5. Adults in general can learn as well as youth, but some tasks may take them longer. Age as such is no barrier to learning, but a decline of physical faculties such as sight, hearing, and reaction time may prevent an adult from producing as much written work in a given time as younger students. However, many studies agree that in certain traits such as vocabulary, general information, and reasoning adults as a group tend to surpass younger students.
6. Most adults have higher standards of performance than children or youth. In school children are usually satisfied with a performance rated 80 or 85 or 90. But coming from a world of work where mistakes are costly, adults set themselves standards which approach perfection. Therefore, while they may do less work in a given time, they tend to do it better.
7. Adults have different kinds of goals than youth. Emphasis in youth education is on a life still to be lived. Adults have problems and needs which should be met here and now.

8. Adults like to be aware of their progress. Children may be evaluated after 5 or 10 or 15 lessons, but an adult needs to know "What did I learn tonight?"
9. Adult groups are more heterogeneous than childrens'. Differences in background, ability, and interest noted in children are magnified in many groups of adults. This may call for such techniques as sub-grouping or individual tutoring. Helping the student to find and keep his best pace is very important.
10. Adults who attend classes in the evenings are often fatigued after their day's work. To stimulate and maintain interest the teacher should provide for frequent change of pace and should utilize a variety of methods including liberal use of audio-visual materials.

These are some of the characteristics of adults in general as learners; now let us look at the ABE student in particular. I suggest the following as a pertinent but not exhaustive list:

1. The ABE student is likely to feel insecure, embarrassed, and fearful that he will be inadequate. Since learning will be retarded until his other needs are cared for, the teacher will need to assist him with personal and family problems.
2. His insecurity leads to the need for an early experience of success. This will give him assurance and encourage him to keep coming. This can be done by having him do some simple exercise that is well within his ability, and praising those aspects which are done best; e.g., spelling, punctuation, letters well formed, etc.
3. The need to break work up into small units so that the student can get a frequently recurring sense of accomplishment.

4. There is the need to pace the student's progress so that it is not so fast as to frustrate him or so slow as to bore him. This may mean sub-grouping or a considerable amount of individual work. Some of the newer texts allow for a great deal of individualized work.
5. In general, written skills should be built on verbal skills. In spite of their poor vocabularies, many adults can talk better than they can write, or at least they think they can. Once they have verbalized their ideas they are more willing to write about them. In a few instances the reverse will be true where the extremely reticent will have to write first and be led to verbalize later.
6. There is the need to treat each person as a unique individual. Although many of these personalities may be malformed because of their negative experiences, each is an individual and should not be treated in the mass or be subject to lockstep procedures.
7. Use standardized tests sparingly, if at all, except at the higher levels. Tests may be the most specific thing they associate with past school failures; a good way to alienate the ABE student is to spring a standardized test on him the first day of school.
8. Help students keep a record of their own progress. Students should be aware of their progress and should be able frequently to measure it.
9. Reinforce learning by the liberal use of praise and by relating it to some practical use. Using a telephone or city directory, applying for a job, passing a drivers test are examples.
10. Design the work so that the student has a physical product to exhibit: examples of handwriting, a page of written work, a list of words correctly spelled, a sheet with arithmetic problems, and/or a sheet with examples of triangles, squares, oblongs, etc.

ROLE OF THE UNIVERSITY IN IN-SERVICE
TEACHER TRAINING WITH SPECIAL REFERENCE
TO ADULT BASIC EDUCATION *

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There are three major points that I would like to emphasize concerning the teacher training role of our universities:

1. Universities traditionally have had a vital role to play in pre-service and in-service training of teachers.
2. This role is currently being expanded to include training of ABE teachers.
3. Improvement is needed in the way educational programs are designed to fulfill this role.

Historically, schools, colleges, and universities were established in response to educational needs of society and segments therein. One such need, of course, was the need for competent teachers to staff the increasing number of public schools coming in the aftermath of the evangelistic effort of such men as Horace Mann in the middle of the nineteenth century. Incidentally, Mann and others used a well known agency of adult education to spread the public school message -- the Lyceum.

From approximately the 1840's to the present, a multiplicity of normal schools, state teacher colleges, and finally schools of education were established to satisfy the need. Although initial emphasis was given to pre-service training, concern was subsequently expressed for in-service training of teachers already on the job. This concern found early expression in the efforts of such men as John Vincent of the

*Adapted from a speech delivered by Dr. Wayne L. Schroeder during a state-wide institute for teacher training in Adult Basic Education conducted by the Florida State University and the Florida State Department of Education.

Chautauqua, Van Hise (the Father of Extension at the University of Wisconsin), etc.

More recently, national concern for the improvement of teachers and teaching has been expressed through such legislation as the Higher Education Act of 1965, the Secondary and Elementary Education Act of 1965, and the Economic Opportunity Act of 1964 and through the efforts of such agencies as the U. S. Office of Education, AEA, and NAPSAE.

Florida has for some time reflected an interest in and concern for in-service teacher training. Last year, 16,514 people were served through 642 off-campus course credit offerings of its state universities. Florida State University alone, over the past four academic years, has conducted 836 off-campus credit courses enrolling a total of 20,794 people. The Adult Education Department, during this same period, has served 810 teachers in 31 separate such credit courses.

Thus, universities have a history of serving the needs of teachers through in-service and pre-service educational programs. It comes as no surprise then to see its traditional teacher training role expanded to include the training of ABE teachers.

Delineation of this role in Florida and at Florida State University was systematic and attests to the value of inter and intra state cooperation.

With the passage of the Economic Opportunity Act (more specifically the Adult Basic Education Segment, Title II-B), sizeable sums of money became available to attack the age old problem of adult illiteracy. As is so often the case, however, the resolution of one problem (having to do with financial feasibility) generated even more confounding problems. These problems revolved around the question of how to expand the number of adequately trained ABE personnel from a handful to that needed to staff

the many programs which would soon be in operation throughout the nation and in the State of Florida.

Cognizant of this as a state, regional, and even national problem, leadership of the U. S. Office of Education and NAPSAC invited (with financial assistance from the Ford Foundation) a few adult educators from various states to Washington, D. C. for the purpose of brain storming this question.

Emerging from this brain storming session and several planning sessions which followed were three concentrated regional workshops to train trainers of teachers and administrators of ABE, all graciously financed by the Ford Foundation.

In July of 1965, states in the eastern region who either had their plans approved or soon to be approved sent teams of four trainers to the University of Maryland Center for Continuing Education for two weeks of concentrated study and work. It was anticipated that once trained these four people from each state would constitute a core group for planning and conducting similar training experiences at the state and local levels.

Subsequent to the Maryland workshop, the Florida State Department of Education and Florida State University jointly established an ABE training program (directed by Dr. Sam Hand) and an ABE reading clinic (directed by Dr. Ed Smith). Through last year's joint efforts, 721 ABE personnel were served via twenty county workshops and one state-wide workshop.

This extensive effort has resulted in a large number of teachers with at least the bare essentials in their possession. Feedback from these newly trained teachers confirmed our notion however, that many

questions were as yet unanswered. Thus, it was decided to continue the joint efforts for another year, and a proposal to this effect has been submitted to the Florida State Department of Education. This proposal, however, was expanded to include research necessary to help answer some of these unanswered questions referred to earlier. The research topics proposed were as follows:

1. Influence of teacher aides on student progress in ABE.
2. Influence of participation in ABE on the intelligence of the participants, as measured by recognized and valid intelligence tests.
3. Comparison of the relative influence of a "functional curriculum" versus an "academic curriculum" on the activities and skills of participants as citizens, parents, workers, and consumers.
4. Determination of optimal time requirements for grade level progression of ABE students, and the reconciliation of these in the administration of school schedules, taking into account the desirable principle of "progression based on accomplishment," regardless of time spent in class.
5. Relative incidence of physical and mental disabilities among ABE students in other (higher) adult education programs and their implications for teaching.
6. Development of criteria and/or instruments for measuring the relative effectiveness of materials and systems for learning in ABE.

The third and final point to be emphasized is that improvement is needed in the educational programs designed to fulfill the in-service teacher training roles of our universities.

It can be said that educational programs (meaning approach to planning, determining objectives, content, organization of learning experiences, instructional techniques, methodology, and evaluation procedures) do to a considerable extent reflect the designer's conception of ideal outcomes of the ideal product. Thus, any appraisal of our present

status (mode of operation) and any suggestion for possible improvement must be preceded by an understanding of possible product models. There appears to be at least two such clearly distinguishable models that might at this point be examined.

Knowledge Model

Emphasizes personal acquisition of information presumed to be correlated with effective teaching. The "mystical leap" is made from knowing to doing.

An effective teacher is one who:

1. Knows the subject matter.
2. Understands personal and group behavior.
3. Is familiar with learning and motivational theory.
4. Knows how to design a lesson plan.
5. Is familiar with philosophic writings and thoughts of the most important educational philosophers.
6. Is familiar with various instructional techniques and devices.
7. Is familiar with the historic development of educational institutions.

Behavioral Model

Emphasizes acquisition of patterns of behavior necessary to resolve actual problem situations.

An effective teacher is one who:

1. Is able to recognize and bring into sharp focus instructional problems when faced with them.
2. Is predisposed and able to individually search for possible solutions by drawing on his experiences and the experiences of others.
3. Is able to elicit the type of behavior or interaction in the classroom which is necessary to execute the solutions conceived.
4. Sees potential for growth in all living things.
5. Exhibits such behavioral patterns as flexibility, sensitivity, expansiveness, etc.

My observations of both pre-service and in-service teacher training programs together with information gathered from discussions with those responsible for the execution of same lead me to conclude that the knowledge model is currently the most predominant. The question remains, however, is this desirable? To at least tentatively answer this question,

let us speculate for a moment concerning the probable procedural, policy, attitudinal, and growth outcomes of each model.

Knowledge Model

1. Classroom procedure will be quite traditional and academic with a definite content emphasis. Involvement of the group in planning and execution will be minimal. Lecture will be employed as the primary technique. Relevance of content to resolution of actual teacher problems, if of any concern, will most probably appear as a final lecture topic. Motivation is assumed.
2. Policies are adopted which reflect the notion that in-service training is done to the individual for his benefit by some academician outside the system. The cost of both time and money are largely assumed by the teacher himself; thus the conception that an in-service experience is of exclusive benefit to the individual and is an extra to rather than an integral part of the job.
3. The clientele will come to worship such symbols as credit hours, degrees, diplomas, etc. The point at which one arrives educationally is quite clearly defined. Negative attitudes toward continuing education are nurtured. Continued dependance rather than individual acceptance of responsibility for self-learning is encouraged. The whole in-service experience is viewed as drudgery and as an imposition.

Behavioral Model

1. Classroom procedure will be functional in nature with a process emphasis. Involvement of the group in planning and executing will be extensive. Technique selection and teacher behavior will largely follow the dictates of real or simulated teacher problems. Motivation is built into the system. Methods are taught by example.
2. Policies are adopted which reflect the notion that in-service training is done with the individual for the benefit of the individual, the system, and the profession. Time off with pay is provided for in-class and out-of-class study. In-service training is not conceived of as having an end. It is a continuous, systematically scheduled process, the content of which changes in direct proportion to the emergence of problems. Furthermore, it is a process which might well require local leadership with outside resources as needed.
3. Since the clientele is motivated by real or simulated problems, they may come to value the primary ends of in-service experience, which are (a) improvement of the teacher's ability to cope with teaching problems, (b) improved effectiveness of the educational system, and (c) improvement of the over-all teaching profession. Clients may come to accept the notion that there is no end to learning, just temporary plateaus -- that in-service experience is merely designed to facilitate engagement in an endless process of becoming. Positive attitudes

4. Much of that which is learned has little transfer value and is not fully integrated into the behavioral repertory of the individual. Thus, much of the learning efforts so vitally needed to resolve ever increasing educational problems are "spilled" on barren soils.
 5. The criteria for evaluation will reflect the acquisition of factual knowledge assumed to be predictive of teacher effectiveness.
- may be developed concerning continuing education. Finally, the interests requisite to the continuation of learning outside the formal classroom setting may be acquired.
4. By the very nature of the learning design, that which is learned is directly relevant to problems sensed by the clientele; thereby, reducing or completely negating transfer problems and the problem of superficial learning.
 5. Criteria for evaluation will emphasize the successful resolution of actual learning problems.

My biases here are quite apparent. I firmly believe that until we move in the direction of assuming the Behavioral Model with its associated procedures, we will continue to be a second rate profession.

